



**BENEMÉRITA UNIVERSIDAD
AUTÓNOMA DE PUEBLA**

FACULTAD DE LENGUAS

**“Improving Communicative Skills Using Out-of-Class
Learning in BUAP High School Students.”**

**A Thesis Submitted to the Faculty of Languages For the
Degree of
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

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**TESIS
“Improving Communicative Skills Using Out-of-Class Learning in BUAP High School
Students”**

PRESENTADA POR BRENDA NARANJO PÉREZ

**COMO REQUISITO PARA OBTENER EL TITULO DE LICENCIADA EN LA
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INDEX

Acknowledgements	1
Dedications.....	2
Abstract.....	3
Chapter I: Introduction.....	4
1.1 Statement of the problem	4
1.2 General objective	5
1.2.1 <i>Specific objectives</i>	5
1.3 Research questions.....	6
1.4 Significance of the study	6
1.5 Methodology.....	7
1.5.1 <i>Hypothesis</i>	7
1.6 Research content and organization	7
1.7 Definition of terms	8
Chapter II: Literature review	9
2.0 Introduction	9
2.1 Language Learning.....	9
2.1.1 <i>English as a Foreign Language</i>	11
2.2 Constructivism.....	12
2.2.1 <i>Students' engagement</i>	15
2.2.2 <i>Autonomy</i>	16

2.2.3 <i>Authentic Resources and Materials</i>	19
2.4 Proper Usage of Learning Strategies	20
2.4.1 <i>Memorization</i>	22
2.4.2 <i>Elaboration</i>	23
2.4.3 <i>Language Transfer</i>	25
2.4.4 <i>Overgeneralization</i>	26
2.4.5 <i>Simplification</i>	27
2.5 Out-of-class learning	28
2.6 Communicative skills	30
2.6.1 <i>Speaking</i>	32
2.6.2 <i>Listening</i>	34
2.6.3 <i>Non-verbal Language</i>	35
Chapter III: Methodology	38
3.0 Introduction	38
3.1 Research Method	39
3.2 Context	41
3.3 Sampling	42
3.4 Participants	42
3.5 Techniques and instruments	43
3.5.1 <i>Questionnaires</i>	44

3.5.2 Interviews	45
3.6 Ethical Considerations.....	49
3.7 Procedure	49
3.8 Data analysis	50
Chapter IV: Findings	55
4.0 Introduction	55
4.1 Quantitative findings	55
4.1.1 Behavioral Engagement	56
4.1.2 Emotional Engagement	59
4.1.4 Social Engagement	64
4.2 Qualitative findings.....	67
4.2.1 Reasons of learning outside the classroom	68
4.2.2 Challenges of out-of-class learning	70
4.2.3 Benefits of out-of-class learning.....	72
4.2.4 Benefits of out-of-class learning in listening.....	74
4.2.5 Benefits of out-of-class learning in speaking.....	75
4.2.6 Benefits of out-of-class learning in non-verbal language	77
4.2.7 Progress when learning English outside the classroom.	79
Chapter V: Conclusion	82
5.0 Introduction	82

5.1 Conclusions	82
5.1.1 Quantitative results	82
5.1.2 Qualitative results	83
5.2 Implications	85
5.3 Limitations	87
References	89
Appendixes	110
Appendix A: Questionnaire	110
Appendix B. Interview structure tables	112
Appendix C. Final Interview	117

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Abstract

In Mexico, students are not used to applying out-of-class learning, nor do they comprehend the benefits of developing English communicative skills. This is not limited to speaking, but also to listening and their behavior interacting with the rest of the people. For this reason, the objective of this study is to analyze how BUAP high school students are engaged in applying out-of-class learning and their opinions about their communicative skills. This has the purpose to affirm how out-of-class learning promotes human and language development by confirming what Lai et al. (2015) mention: an active participation in out-of-class activities.

This study used a mixed embedded method to analyze how students are engaged in applying out-of-class learning and their opinions when improving their communicative skills. A questionnaire and an interview are applied to distinguish the students' engagement and the out-of-class learning benefits, so both interviews and questionnaires are related to confirming the statement. It is applied to 35 BUAP high school students, who study at the "Preparatoria Emiliano Zapata Extensión San Martín Texmelucan" and are in 3rd and 5th semester. The results indicate that students who apply out-of-class learning have presented a higher language communicative comprehension related to listening and speaking but lack the confidence to get along much better. For future research, action could be taken regarding confidence in learning English outside the classroom on the student's own.

Chapter I: Introduction

1.1 Statement of the problem

Most language education systems are related to cognitive processes that are limited only in classroom situations, lacking attention to young learners' autonomy and their performance outside the classroom (Cheung, 2023). In the case of English in Mexico, and despite the Mexican government's mandates to promote English, little has been explained on this topic in schools.

Borjian and Padilla (2009) have noted that English was required by their institution regardless of whether it was an elementary school or a university, in which institutions only emphasized the importance of English and the motivation of many younger Mexicans to learn English. However, this is not put into practice, producing they do not obtain more knowledge, and students have a low English proficiency level. In fact, Borjian (2015) concluded students should be continuing taking time, apart from the required class time, to learn English.

The general identified problem is about the lack of developing communicative skills that students in public schools present at learning English as a foreign language, even though they are coursing an English mandatory module. As Orozco et al. (2010) and Ramírez et al. (2017) mentioned, the middle-higher educational level in Mexico is struggling at reaching the English level required, because there are thirty-three different English educational subsystems. This means, many high schools have their own learning methods and are lacking in reaching the expected level in their classes.

The improvement of active out-of-class learning practice on students may help to improve students' communicative skills. Lai et al. (2015) mention this would help in the promotion of human and language development, and active participation in out-of-class activities. Thus, it will be an improvement in English performance, effectiveness, and enjoyment of English learning.

The issue of developing out-of-class learning has taken a significant role globally, as most of the authors explain only their benefits. Current qualitative and mixed studies have suggested that the intention of applying out-of-class learning is related with intrinsic motivation, the use of authentic and contextualized materials, the autonomy of taking responsibility of the own student's learning process, and that is reinforcing the common learning process in a classroom (Musick, 2017; Ramírez, 2017; Ochoa, 2016; Segura, 2015.). Therefore, it is relevant for teacher to be aware of the benefits that applying out-of- class learning brings to the development of English.

However, no attention has been given in applying the topic into Mexican public high schools (ICFDN, 2024) due most of the country is lacking in access to a quality education, even for students who have English as a mandatory subject. In fact, most of the investigations related to out-of-class learning are set in private and public Puebla universities so far. Segura (2015) explained the effectiveness of this out-of-class learning in La Salle Benavente university. In his investigation, by the exploration of the theoretical and practical application with the use of playful activities, he concluded that learning creates a propitious environment and develops speaking skill. Besides, Ochoa (2016) reinforced the idea of betting on a new educational autonomous system based on learning not necessarily taught in the School of Languages of BUAP university. Since English has recently been taught in all levels of education, such lack of attention to basic and medium education generates a crack in the proper following of the English language.

1.2 General objective

This study aims to analyze how students are engaged in applying out-of-class learning and its impact on their communicative skills.

1.2.1 Specific objectives

The objectives that complement and guide this investigation are the following:

- To analyze how students improve communicative skills when using out-of-class learning.
- To analyze the students' engagement opinions of learning outside the classroom.
- To compare whether students increase their communicative skills at applying or not out-of-class learning.

1.3 Research questions

The research questions aimed to be answered in this research are:

- What are the communicative skills that BUAP high school students practice the most after applying out-of-class learning?
- How does BUAP high school students' engagement enhance or cause conflicts in their out-of-class learning?
- What are the communicative skills differences presented in the groups who applied out-of-class learning and the ones who didn't in BUAP high school students?

1.4 Significance of the study

Guo (2011) has mentioned that in-class learning has turned out to be quite obsolete and does not let students expand their knowledge as properly as expected. In fact, she emphasizes in-class learning is not prepared to be functional in real-life situations. This means, the research is demonstrating that activities done outside the classroom reinforce real-life based tasks, achieving their English learning and to a new way of being conscious of the learning without forcing it. Therefore, this investigation might contribute to allowing students to learn the English language as the Mexican educational system establishes, in order to achieve the working abilities, and future job progress. This also led teachers to take the role as guide for them, especially inquiring about more information beyond the classroom, the future job skills required and their continued learning process.

1.5 Methodology

This research uses a mixed method to analyze the participants' perspective of using out-of-class learning and their engagement to increase their communicative skills, so their opinions are compared with their results. Considering this statement, an embedded method is applied to obtain both types of data but focusing mainly on qualitative data. The instruments used were a questionnaire of frequency and an interview with open-ended questions applied in the middle of the participants' semester. As this study applies a mixed method, both qualitative and quantitative data complement each other, so conclusions can contribute to finding new possible ways to investigate and implement out-of-class learning in high school students.

1.5.1 Hypothesis

By the end of the semester, students will have improved their English level in their classrooms. Nevertheless, the students who applied out-of-class learning will obtain better results as they learn English constantly. For the verbal language, the listening and speaking skills will have ameliorated, achieving a higher level. For non-verbal language, the students will have an increased active participation, the autonomy to continue learning on their own and the confidence to share and express the knowledge they have practiced.

1.6 Research content and organization

Within this investigation, there are five chapters. Chapter one introduces an overview of this study, where the main purposes, objectives and background of this investigation are explained to help us to understand the context. Chapter two includes the compilation of academic and scholar concepts which detail from the most general terms to the most particular ones to arrive at the general and specific objectives.

Chapter three shows the mixed action methodology and instruments that are employed to collect the results expected, as the context and participants where this investigation is applied. Chapter four compiles all data obtained, in which it includes both qualitative and quantitative data that responds to the research questions. To conclude, Chapter five discusses the results and whether this investigation achieved the objectives expected to provide future information to research related to this investigation.

1.7 Definition of terms

- Communicative skills: Saavedra (2023) explains it is the ability people acquire to portray your ideas and thoughts through verbal, non-verbal and written language. Besides, she emphasizes communicating effectively to avoid misunderstandings and conflicts.
- Out-of-class learning: It is a learning process that encourages students to comprehend the knowledge of formal classrooms, preparing students to interact with more real-life situations (Kam, 2014).
- Students' engagement: It is defined by Great Schools Partnership (2016) as the attention, interest, and inspiration that learners present whenever they are learning something at school, and they show progress on it. With this, the learners increase their understanding, intellectual, emotional, physical, and social factors.

Chapter II: Literature review

2.0 Introduction

This chapter introduces some concepts that contribute to understanding why this investigation is directed and the perspectives. The first concept is language learning and how English as a Foreign Language affects the contemporary world. For this, a solution for real-life based tasks is mentioned in constructivism and its features. To identify how the features can be applied, out-of-class learning is the learning process that solves the lack of traditional classes. To conclude, the term communicative skills is mentioned as a feature that students can increase thanks to out-of-class learning for academic and social purposes.

2.1 Language Learning

In terms of language learning, its meaning has been defined by many authors as a conscious active process and effort to study in formal contexts (Vázquez, 2023; Almaden, 2022). Whenever this concept is mentioned, there are beliefs that students maintain related with the formal context due to the cultural environment in which they live (Büyükyazı, 2010). This is usually seen and applied in the classroom by the students' attitudes towards learning, their learning strategies, and policies acquired during their educational background.

In many contexts, Moeller and Catalano (2015) have noticed that learning a language or foreign language has been considered an imitation activity reserved only in formal study and following classroom settings. Nevertheless, this imitation does not enhance students' language learning process, and it is just a continuous following of the traditional and ambiguous learning process. Pandian et al. (2014) analyzed in their investigation, from anecdotal evidence, that students usually give up continuing learning a language. This happens because of inappropriate teacher guidance, lack of strategies and the spontaneous improvement of them in the classroom.

Having this information in mind, it is proper the affirmation of Vázquez (2023) at explaining the understanding of this learning enables the use and comprehension of more settings rather than the formal one. This means, language learning implicates the expansion of students' comprehension of complex forms of communication by better understanding and bigger wide world vision. The organization of Lanqua (2010) emphasizes that the aim when learning a language is to achieve effective communication. Language learning, as Moeller and Catalano (2015) mention, provides new perspectives, intercultural understandings and the relations that can be made across the world and content areas.

Besides, language learning also gives joyful and entertaining benefits related to brain functions, social skills and performance, language skills, cultural knowledge and travel experiences, no matter whether learners are specialists or not, or they use it for social or academic purposes, etc. (Government of Western Australia, 2013). Due to this contribution at providing new perspectives to students to learn a language, there has been an increase to investigate language learning, as Melo-Pfeifer (2020) noticed, no matter if it is the second, third or foreign language. Nevertheless, most of the researchers, as Rubin (1981) emphasized, have not included language learning with the general learning theory. This means, language learning must involve both the educational and real-life context of the learner.

To reach a proper learning, Lamb (2004) presents two features. Those are the creation of an individual and cultural identity in the target language, and the active students' role to search for learning opportunities in their local context. However, this classification is failing at generalizing other features, such as the background and the learner's interaction or possibilities of the environment to learn a language. Alternatively, for achieving good language learning, Rubin (1981) mentions three features required in learners, such as social strategies, psychological

characteristics and cognitive processes used by them. Eventually, depending on how the students learn a new language, there are several advantages and disadvantages to learning a language that might improve it or make it worse. An advantage mentioned by Canales (2015) is the assimilation of the learners' own language and culture with the culture of the language they are learning. This means, finding differences and similarities between cultures contributes to making language learning easier.

To sum up, language learning is an active, conscious, and formal learning process to comprehend, apply and interact with the language in a non-native environment. As this definition has grown as an educational requirement, it is imperative that the adaptation and its daily use in schools and daily life creates a major awareness of culture, psychology, social and environmental interaction, and opportunities. More precisely, interacting with the language in all its nuances, formal or informal, contributes to being an active participant of it.

2.1.1 English as a Foreign Language

English as A Foreign Language (EFL) is defined by Nordquist (2020) as the study of English within a non-native and non-English country, but where this language has been spreading around the world. This occurs due to globalization and how this has been the first foreign language taught as an international medium of communication (Bono & Melo-Pfeifer, 2020). Thus, the English language has become a vital tool that keeps everyone connected, as describes, thanks to the arrival of technology and the accessibility it has grown around the world (Quimosing, 2022). Because of this fact seen in our daily life, Vonkova et al. (2021) emphasize English has become indispensable in most international areas because of its prominence as a lingua franca. With this, schools have considered it as a learning priority.

In addition, some authors (Herbert; 2023, Peng; 2019) argue that EFL is learned by people who show interest to work and/or visiting an English-speaking country, and the personal benefits it can provide by its applications in the country desired. Besides, there are many reasons for learning English. According to Melo- Pfeifer (2020), it has become a contemporary necessity to become a multilingual person. Despite this affirmation, it does not contemplate other purposes or reasons to be learned. In comparison, Joukoulian (2016) identifies touristic, communicative, comprehensive and/or integrative purposes. This proposal then is aimed to reach a good speech with native speakers. So, exposure to native language must be part of learning.

For example, Carrier (2004) has noticed many people consider learning English is easier thanks to the noticeable exposure, increasing listening skill. Even so, the author mentions this is not the case of most of the curricula in which he applied his research. This means, there is not enough exposure to language, limiting its application to the world. Therefore, it is necessary to analyze a learning theory which helps in a deep exposure to the English language. To conclude, the international need to connect and establish a globalized language has made English a basic communicative language to be taught at schools around the world. Having defined EFL, the next section addresses a learning theory which discusses the last points analyzed: the Constructivism.

2.2 Constructivism

Constructivism is a theory that has become the most popular and radical perspective about students' learning process. In fact, there has been a coincidence of many authors' comprehension of the theory, but with different usages of the theory. To begin with, many authors define constructivism as an active building process on the learner's mind by experiencing the real world within the context in which the human is born and grown (Bodner, 1986; Van Geert, 2017; Mcleod, 2024, Kurt, 2021; Yilmaz, 2008; Vygotsky, 1978).

Nevertheless, they differ from the purposes of the learning theory and how the knowledge can be built in the learner's mind. About the construction of knowledge, for Van Geert (2017) there must be a compilation of relaxed and vague approaches to promote human action in education by activities performed by an agent. This makes sense because knowledge in general is not collected into meaningful units by themselves, instead, the learner creates a connection of all the information for a deeper understanding.

Despite this, Mcleod (2024) analyzes more about the learner himself or herself. He noticed when learners reflect deeper learning and comprehension based on their experiences, interpretations, and knowledge, they can establish it into a model. That is, as Yilmaz (2008) emphasizes, constructivism is more like multiple perspectives rather than a simple theory, in which the learner can regulate, reflect, and contemplate conceptual ideas that are functional for himself or herself. There is also another issue: the students' participation and where they can thrive themselves.

On one hand, Manuel et al. (2011) mention what really matters is the learner's active participation in his or her environment. Even though the learner is not fully involved with the place's features or biological determiners, the learner can modify the information and knowledge based on the internal and external restrictions. Alternatively, Miller (2019) explains that individual and environmental factors, important for constructivism, are realistic settings in which the learner will obtain the best learning and reflect the capacity to solve real-life tasks. For him, the environment is a realistic way of interaction that, being well developed, the learner can improve the mental construction of knowledge radically.

Further, Miller (2019) emphasizes how the learner experienced situations that must be examined. He noticed the student's internal learning constructions are being continuously modified

thanks to interpretations of the world, experiences, and social interactions. More precisely, the internal restrictions (experiences and the interpretations the learner understood of those) and external restrictions (biological determiners and social interactions) can be fundamental at how the learner expresses the knowledge appropriately.

On the other hand, Main (2023) highlights the significance of students actively interacting based on the new material and expanding upon prior knowledge, developing problem-solving skills and critical thinking. This means, the resources guides learners to determine the way their increase the information. Relating the resources in the educational field, it is well-known institutions provide a guide to help students achieve their objectives. When applying these didactic activities and materials, it is common teachers to assume students follow and complete the activities as expected. However, Yilmaz (2008) indicates teachers must consider the different meanings, knowledge, and conceptual structures. In either case, the way a learner interacts with the environment and with the tools provided by it, whether it is restricted or not, it is fundamental that there must be an active role and an internal deepening of the increased information.

Finally, applying it to educational context, Peters et al. (2003) presented the importance of applying both environmental situations and activities centered on active students' role. They saw, as knowledge is not premeditated, the tasks and activities realized in the classroom take a crucial role in implementing student-centered situations and opportunities to improve. The authors concluded that both students and teachers are responsible for constructing knowledge and encouraging autonomy and self-regulation, respectively. Considering this information, some features of constructivism are analyzed for implementing these opportunities for students. The next sections explain those features.

2.2.1 Students' engagement

The students' engagement is defined by Great Schools Partnership (2016) as the attention, interest, and inspiration that learners present whenever they are learning something at school, and they show progress on it. With this, the learners increase their understanding, intellectual, emotional, physical, and social factors.

In fact, many authors consider that the students' attitudes, motivations, and emotions guide learners' learning in the way they learn, how they perform the knowledge and increase their responsibilities (Foster, 2023; Archambault et al., 2008). In comparison, the National University's definition of students' engagement (2023) is about the students' active participation in learning. For the institution, the students must ask questions, contribute, and apply what they learned into meaningful ways to ameliorate their knowledge. Foster (2023) noticed that engaged students make their knowledge meaningful by putting their ideas and intellectual efforts.

However, in Archambault et al. (2008) words, the identification and participation are key terms to define students' engagement to be identified within school. They explain that the identification refers to the belongingness and student's learning worth. For participation, students must be active in class-related and extracurricular activities. Nevertheless, Coates (2009) categorizes six features to consider for identifying whether students are engaged or not. Those are the following: academic challenge, active learning, student, and staff interactions, enriching educational experiences, supportive learning environment and work integrated learning.

Analyzing both researchers' conclusions, it is visible that they share the same vision of including a sense of belonging, active participation, and worth of their learning process. Even though it is well known students must have an active role, Baños et al. (2019) identify it is important for students to establish this role in the scholar context and placement centers to be engaged.

Alternatively, in the investigation made by Magdaleno et al. (2021), they identified students who are more distracted at the beginning and are not interested in learning. Sinfield and Burns (2016) indicates students' engagement is influenced by institutional, cultural, and political environment, all of them shaped by motivation, experiences, behaviors, and the way students interact with the educational norms. The more interest students have in the topic, the more focused the learner is.

As a conclusion, Magdaleno et al. (2021) consider teachers must analyze the universal characteristics of the school group to guide them appropriately. This is because, as Coates (2009) noticed, students start being more diverse and responsible as they start increasing their education and the international demand requires it. So, their engagement in education increases greatly and they are aware of their learning process.

2.2.2 Autonomy

Motloba (2018) establishes that autonomy is the ability to act independently of standards, norms, or rules; this means that agents have the freedom to decide how concepts, ideas, and actions are created, expressed, and performed. Thus, the term has an interesting background, as Docebo (2023) notices, if we relate it with foreign language learning. In fact, in the educational system, some authors agree it is the ability to have the responsibility, independence and self-government of the students to make their own decisions about various branches of their education and the development of their learning process (Homrock; 2023; Ochoa, 2023).

This means, what and how they learn by themselves will make them engaged and independent. It can also evidence the students' own learning process by the control of abilities and capacities (Ariza, 2008). To promote this autonomy, Liu et al. (2016, p.p. 227) consider students must manage the classroom learning and regulate the strategies applied within it.

However, Dang (2012) explains there has always been a key concern in the student's individual autonomy because few models and theories have been tried and put forth to encourage learner autonomy. This can be seen as teachers usually identify students who do not know how to manage their capacity at comprehending and learning a language. That is the reason Cabrales et al. (2010) prefer to use the term "control" instead of "being responsible", as it is easier to use. Besides, they analyze that pressing the students with activities set by the teacher is quite difficult, so rarely did they participate, or contribute to classes.

So, it is better to regulate and implement autonomy by the teacher's supervision and the students' engagement in the learning process. With this, the teacher is letting students explore what they consider is better for their learning process and, as Docebo (2023) establishes; to be autonomous, they can make their own decisions consciously. In summary, autonomous language learning is the capacity to assume responsibility for our own learning (Dang, 2012). Consequently, the investigation of Docebo has a better guide of autonomy for this research, as it includes students' freedom to look for their learning strategies and the access of sources to continue their learning. Subsequently, it is well known that students must take a cooperative participation and fully self-directed combination of experiences in their learning process, all by the support of the teacher and its relationship with classroom activities (Docebo, 2023; Ochoa, 2023).

2.2.2.1 Self-regulated Students

Autonomy is self-generated thoughts, emotions and behaviors oriented towards achieve goals (Zimmerman, 2002). In the learning process, the learner is proactive and is aware of their own strengths to conduct them at established educational tasks. Alternatively, Etkin (2018) describes this concept as the control of students' emotions, behaviors, and attitudes to reach an ideal of learning. In short, the two concepts differ from guiding or controlling the students' attitudes,

behaviors, thoughts, and emotions.

Nevertheless, Pinnell (2024) defines self-regulation as how students both tolerate emotions and control their responses to achieve scholar goals. In other words, The University of Nebraska (2023) agrees and explains that the organization of thoughts into skills and the continuous and regulated use of them to achieve certain goals and efforts are the students' self-regulation. In her investigation, Pinnell (2024) noticed specifically with young people that they have many behavioral reactions that are related to stress or anxiety due to the natural feeling of uncertainty and pressure. This is corroborated during our daily life with high school students, who are starting to involve themselves in adulthood and try to manage their social, educational, and personal aspects.

To illustrate it, Ackerman (2018) identified preteens and teenagers are more conscious of their self-regulation, especially at planning, dealing with difficult tasks, behaving and performing their learning appropriately in different social contexts. For this reason, Cuncic (2023) recognizes self-regulation as a vital skill that young people should master by talking and practicing techniques to manage students' actions. Even if social contexts are important to achieve and regulate the learning process, it is not enough due it is usually seen to struggle when and how to apply the context.

With the aim to guide and conduct students' learning and experiences properly, I include the management of tools, teacher's guide, and the techniques used as part of self-regulation. For example, Etkin (2018) mentions that it is necessary to provide tools for the students which help them to be focused, relaxed, and regulate their strength. So, he recalls that teachers must observe their students' development; they must encourage them and support their individual goals effectively.

From another perspective, Liu et al. (2016, p.p. 227) mention that strategies in the classroom can be constructed by students' experiences or can be guided by teachers. Nevertheless, the strategies must be carefully applied, as depending on how significant any of them are, the guidance can improve or decrease the student's self-regulation in group working. Eventually, Pinnell (2024) mentions that teacher's comprehension of students' self-regulation must be conducted to support and to guide the recognition of difficulties. Besides, I consider students should be guided by meditation which is necessary to take time and reflect the students' thoughts and emotions before acting. After the practicum and engagement of self-regulation, the Oxford University Press ELT (English Language Teaching) (2023) clarifies learners must complete specific tasks that challenge them according to their progress outside the classroom.

2.2.3 Authentic Resources and Materials

Besides the engagement, the autonomy, and the guidance of the teacher to enhance English language learning, there must be also required the important usage of authentic resources and materials in students' learning. Losada et al. (2017) notice that defining the authenticity in language learning terms is not easy to agree with due to the multiple areas and participants involved, as the concept can be related to educational, personal, social, and so on. Related to school and class environment, Fitria (2022) explains that authentic materials are not limited only to texts, but to audios, phenomena, and things related to the language. So, authentic materials all tools and materials that are useful for students, and those must be contextualized, based on real-life situations, and focused onto English native people.

Carrier (2023) considers audios, video, television, and learning apps have become methods of practicing academic content in the high school classroom. Eventually, there is a benefit in using authentic resources in classrooms. In fact, many authors notice this has the benefit of analyzing

how language interacts with real-life situations and its complexity (Treve, 2023; Bless, 2022). In particular, Treve (2023) noticed authentic materials applied in EFL classrooms allow students to interact with challenging language. In addition, Bless (2022) mentions a functional use of authentic resources is to identify the grammar in use.

So, both authors suggest implementing authentic resources in class activities, assessments, and homework. In fact, the Education Advanced (2022) suggested implementing authentic resources in educational curricula will provide an increase of potential and engagement to continue learning the topics. However, in Al-Shammari's investigation (2021), it is identified that authentic materials might or might not be useful for the learning process. Above all, artificial materials were more interesting for students as a tool to learn rather than using authentic materials as motivation and entertainment. More precisely, Vos (2011) identified authenticity as an environmental out-of-school aspect, this authenticity must be conducted to an out-of-school purpose. In this case, and for this research, it is considered the usage of authentic resources in classes, but more important the continuous use of them outside the classroom which will demonstrate better results at learning English. The next section presents, explores and emphasizes the proper usage of different Learning Strategies.

2.4 Proper Usage of Learning Strategies

As it is well known, defining learning strategies varies from the purpose and sources available in the context, and, as Phothongsunan (2006) contributes, is quite hard due to the diverse tactics, plans, techniques, and the processes applied in learning. Nevertheless, a brief definition will comprehend the purpose of this section. Selinker et al.(1975) defines learning strategy as a cognitive activity by processing and attempting to express meaning, even though they might occur consciously or unconsciously.

Thus, Hardan (2013) and Rubin (1975) state that learning strategies are the usage of many methods and techniques to obtain information, to store it, and what the way to bring it back. This is confirmed by many authors, as they suggest, that the way the learning process is adopted and modified to their needs will determine its effectiveness (Almoslamani, 2022; Nguyen & Terry, 2017).

In the case of language learning, Rubin (1975) suggests it must be important to analyze how students are exposed to social situations to get a great chance in identifying circumstances employed more naturally. Within those social situations, the students' individual strategies must also be analyzed, the role of the teacher, and in which skills those strategies contribute to exposing them to authentic situations. Even though this must be regulated by a guide, for Monereo et al. (1999), the students should try to identify the features that work the best for them, so their strategies will guide their actions and decide other decisions before acting. Besides, it must be considered that applying the same successful strategies of "successful" learners does not imply all learners will achieve the same success (Phothongsunan, 2006). So, the author suggests the consideration of age, gender, personality, context, and motivation of learners to succeed in learning the language.

In addition to those considerations, I include time management in this research. In particular, Loyens et al. (2008) demonstrates extra study hours that students take does not mean the strategies are effective. In fact, they mention the lack of regulation of their time only allows students to use a regulation strategy. In simple terms, students ought to analyze themselves and all factors mentioned before, to conduct properly and act consciously at learning. All considerations mentioned for efficient language learning strategies (LLS) must be essential for the learner (Nguyen & Terry, 2017). They also mention the essential strategies involve the four linguistic abilities (speaking, writing, reading, and listening).

Even though Bialystok (1981) differentiates two types of strategies (formal and functional) which can be used in oral or written skills, it does not involve the receptive skills, which are required for reflecting and comprehending the language. As Bialystok (1981) express; “The formal strategies are formal practice and monitoring, and the functional strategies are functional practice and inferencing. All strategies may be used for language in oral or written modalities” (p. 27).

For this reason, the four abilities must be considered due to the students’ own learning needs. Thus, in their investigation, Nguyen & Terry (2017) found out that students' strategies are more dynamic, and, as they were able to reflect on their learning, they changed those strategies for ones who were beneficial at communicating in front of people.

To sum up, to implement appropriately language learning strategy and its considerations, according to each student’s factors, it must be considered its practicum in non-school contexts. With the aim of providing some common learning strategies that consider both scholar and non-scholar contexts, it is considered two learning strategies that are usually seen, applied in our daily activities, and three other strategies from Selinker et al. (1975) that are meaningful in students. Those are memorization, elaboration, language transfer, overgeneralization and simplification.

2.4.1 Memorization

The use of memorization is the most common and basic strategy to start and enhance language learning (Mohamad et al., 2021). Thus, memorization is commonly defined as the cognitive process in which the learner manages the input of their learned knowledge by coding, storing and remembering information; so, it can start the continuous learning process (Ferlazzo, 2021; Kiswardhani & Ayu, 2021; Wang, 2023). Thus, Ferlazzo (2021) details memorization is necessary to start learning current information whether the age or level of knowledge of the student. This is confirmed by Sönmez (2018), in which is to measure and determine where and how much

memorization is appropriate to apply according to the learner's learning needs. For this, there are subsequential strategies that Wang (2023) identified as the most common, such as taking notes, pronouncing aloud and association are the main memorizing sub-strategies. As it is seen, memorization is a helpful and indispensable learning strategy for obtaining information for the first time if it is correctly applied.

In fact, Kiswardhani & Ayu (2021) found students who avoided using memorization, because of the tiring repetition of information, struggled with listening to texts. On the other hand, they identified that students who used memorization were confident and reached a higher level in their learning activities (2021; pp 71). So, the analysis of the correct use of memorization is up to the students and their engagement. When applying this strategy correctly, Reza (2021) explains students are surprised at what they learned and the multiple applications they can do with activities for so long. This is the opposite when students only memorize information every time they use certain information. In summary, memorization is the base of starting to learn new language knowledge, and the most important fact of memorization is how you apply what the student learned; this means, the effort in doing an activity is more related to the impact in the performance rather than just trying to use every single thing the learner memorized (Ramsay, 2024).

2.4.2 Elaboration

Elaboration is defined by many authors as the strategy that expands information by linking and relating the current information and prior knowledge (Hamilton, 2012; Pearson, 2022). Besides, Hamilton (2012) explains it clarifies the link that is based on a mental construction of that information, such as an example or an image. For this reason, there are advantages in sharing what the learner understands while learning English. Cook (2023) explains this builds better relationships among all members within the classroom, and the University of Arizona (2024)

contributes by mentioning the learners teach or explain what they have understood or have been difficult for them. Another advantage is the enhancement of listening meaningfully as it is expected of the students' response and how they develop what they listened to (New Teacher Center, 2019). Besides, practicing and explaining what has been or not understood is a potential guide for learners to comprehend their learning and to comprehend others.

However, it is not only practicing, but also receiving feedback of the students' elaboration, as Weinstein (1982) confirms, and mentions that this strategy must receive feedback during a certain period of time. During the period established, it is possible for students and teachers to evaluate and modify the tasks in order to contain a variety of stimulus to refine the expected skills. Nevertheless, there are certain problems applying this strategy. For example, Pearson (2022) mentions elaboration might be stressful, as memory is essential in order to ameliorate learning and gain knowledge, but this strategy enhances students' critical thinking and Cook (2023) mentions this is thanks to the analysis of how reliable an activity or experiment is. Another problem noticed by Hamilton (1989) is the not-often use of the strategy in problem-solving outcomes. So, he suggests all activities must guide learners to an appropriate procedure and must be helpful to be long-term transferred.

Above all, an effective way to proceed with the practicum and use of this strategy is sharing what was obtained; this is, students must share what they learned in their daily contexts. To sum up, as Hamilton (1989) explains, elaboration strategies constructed positively by the learner lead them to the retention and application of information permanently, and to share it with the people around them. So, both memorization and elaboration are required steps in starting to learn new knowledge and to relate it with information obtained and known before.

2.4.3 Language Transfer

Language Transfer was seen before as a way students solved exercises by copying parts of their native language, producing many mistakes and “not learning” the second language. Nonetheless, Schachter (1992) adapted the language transfer concept as the set that learners’ previous knowledge imposes to the current language learned to, then, create hypothesis of the language for a better and new data comprehension.

Nowadays, Language Transfer is the novel approach which details on how your first language knowledge or native language influences a second language that the student is learning, so the process of learning the new language might be easier or more difficult; in other words, the language transfer can affect positively or negatively the way a person learns a new language (StudySmarter, 2024; The Oxford’s Dictionary, 2025).

Zhang (2024) explain positive language transfer is presented when two languages are quite similar. By contrast, negative transfer occurs mostly in languages whose structures differ from each other. Taylor (1975) adds negative transfer occurs mainly when second language learners base and rely so heavily on the native language knowledge, as “previous cognitive experience”. However, negative transfer is not an effect that indicates the lack of acquired or learned knowledge. Indeed, Smith (1979) mentioned the term “negative” might produce a radical tone of what should be understood and causes that people imply the language transfer is done on purpose.

For this reason, Feng (2017) explains the learners with different mother tongues might have the same order process of learning the second language and the same mistakes. So, she demonstrates there are more advantages than disadvantages. Her statement clears that negative transfer does not demonstrate students are not learning the language, but they are catching the exceptions and rules of the language, no matter the native language students use.

The only noticeable issue of “negative transfer,” is what Zhang (2024) mentioned: adults frequently produce negative language transfer. Nevertheless, Meisel (1983) explains the younger students are, the more they accept transfer of idioms without analysing how well they can work. As well as the elder students are, the more they are able to use properly the language transfer. So, Feng (2017) proposes teachers should implement language transfer to students in order to comprehend properly various language topics to create good learning habits, no matter their age.

2.4.4. Overgeneralization

Many authors define overgeneralization as the language learning strategy where the learner applies a rule, a pattern or a syntactic process in the target language in a nonconventional form and situation to produce an own statement but applied in an exception or different rule is called for (Taylor, 1975; McKercher, 2018; Scovel, 2019). Further, McKercher (2018) differences overgeneralization with language transfer, as the first one only occurs within a single language with the mixture of utterances found elsewhere in the language, and the second one as the process of borrowing native language’s features and placing then within the second language.

Previously, this strategy used to be seen as a “mistake,” and as an indicator of students’ knowledge lack. Even, Taylor (1975) defined overgeneralization as the “inappropriate use of syntactic process”, and not knowing any of both structures properly, learners will produce a form with no similarities to either the native or the target language. Even so, there were also some points against the last statement. For example, Richards (1971) recalled that overgeneralization is common in second language learners, due the identical production of mistakes and how frequently learner’s background is used in those productions. Another point against was from Compagnon (1984), who perceived overgeneralization usually happens in certain rules, and even, no matter the learner’s native language, they still apply the overgeneralization in specific structures.

Nowadays, McKercher (2018) suggests seeing overgeneralization not as an error, but as a nonconventional production of fitting the linguistic system aspect. Actually, Scovel (2019) confirms this is not only shown in language learners, but children use this strategy frequently as part of the natural language acquisition development. The only disadvantage of overgeneralization is mentioned by Ortega (2009), who observed overgeneralization might occur regardless the context is correct or incorrect, making no distinction whether what is correct or incorrect.

Frank et al. (2021) concludes language learners' overgeneralization must be viewed as a positive sign of learner's abstraction of regularities of the language. After clarifying the strategy, Nordquist (2019) present a case example described in three phases of how a learner apply a grammatical case where it is not applicable in order to recognize the strategy process.

In Phase 1, the learner uses the correct past tense of *go* but does not relate this past-tense *went* to present-tense *go*. Rather, *went* is treated as a separate lexical item.

In Phase 2, the learner constructs a rule for forming the past tense and begins to overgeneralize this rule to irregular forms such as *go* (resulting in forms such as *goed*).

Phase 3 mentions that the learner learned that there are many exceptions to this rule and acquires the ability to apply this rule selectively (Nordquist, 2019).

The steps mentioned above clarifies that overgeneralization provides the learner with a tool to comprehend the exceptions of the language forms. As a conclusion, the more the learner's proficiency increases, the less the learner relies on the native language and overgeneralization strategy, and the more in the target language knowledge (Taylor, 1975).

2.4.5 Simplification

The last learning strategy is called Simplification. Leow (1997) defines simplification is the attempt to comprehend new complex structures and forms, creating less effort of processing input.

For this, Mahmoud (2014) and Honeyfield (1977) explain learner reduces certain elements into a simpler system, involving the paraphrasing and restructure of forms, but the effectiveness might be limited in training learners. Besides, Mahmoud (2014) mentions simplification uses both native and target language knowledge for simplify the communication task. In general, this strategy allows the increasement of difficulty knowledge as part of the natural learning process, like the scaffolding process (Bailey, 2023).

Even so, Schuman (1982) mentions simplification tends to be a problem when students have some information and they eliminate it, not because they decide not to use it, but because students do not clearly know the information. So, the problem is more related with how students use incorrectly the information in inappropriate contexts, as Degraeuwe and Saggion (2022) emphasizes, this “manipulating corpus data” must be carefully done with caution. Indeed, in Atkinson et al.’ results (2018) show that learners with more complex input use this strategy as a way to avoid bigger length of data. Another example are the complex texts that can be made more understandable even by using complex grammar forms comprehensible for the learner (Diction, 2024).

With this, Honeyfield (1977) proposes students can practice simplification by using unsimplified materials, so the students infer unknown meanings, train the lacking skills, and other activities to improve the students’ objectives, or in this case, the communicative structures. Now, it is time to check a type of learning which involves the mentioned strategies, focuses on the features mentioned in constructivism and can be done out of classrooms.

2.5 Out-of-class learning

According to Aydin (2013), out- of-class learning is a part of the complete learning process in which it supports in-class learning development.

Kam (2014), mentions out-of-class learning is an essential part of learning which transcends and encourages students to participate in coursework activities. As this has been seen in the recent literature on autonomy, the term ‘out-of-class learning’ has been used, narrowly, to refer to the efforts of learners taking classroom-based language courses to find opportunities for language learning and use outside class (Hyland, 2004; Lamb, 2004; Pearson, 2004). On the other hand, Guo (2011) mentions this type of learning is more related to events and objects in the physical world, explaining that schools are not prepared enough for being functional outside the school.

In fact, Fuad et al. (2019) note that the activities based on this technique improve students' quality of learning, and the traditional ones lack the feedback and the expectation that this generation has. Nevertheless, the guide of out-of-class learning for in-class learning is as important as the consideration of a different tool that increases the best students' language learning. This means, out-of-class learning must be seen as an independent and opposite side of in-class learning in which it prepares students with functional and authentic materials, activities, and support to enhance their English language learning and complement it with in-class learning.

Actually, recent studies have suggested that students tend to engage in out-of-class learning activities more frequently than their teachers know and expect, often showing considerable creativity in situations where opportunities for out-of-class learning appear to be limited. In the research made by Kam (2014), out-of-class learning and activities enhanced the intellectual side, and the curiosity of students related to real-life based information about security. In Pickard's case study of out-of-class language learning activities (1996), he discovered that German students tended to choose perceptive skills activities (listening and reading) instead of productive skills activities (speaking and writing), due perceptual skills activities were more interesting for them.

For this reason, Hyland (2004) states that the context where the foreign language is taught, and individual learning strategies are important aspects to consider. Moreover, Bonilla et al. (2021) mention, self-study activities will be used at any available spare time to improve their weaknesses, which is confirmed by Moore and Vallejo (2021), who highlight the numerous interactions learners engage in beyond traditional formal education.

Considering the aspects mentioned, The University of Texas at Austin (2022) and Hsieh & Hsieh (2019) propose several recommendations for effective out-of-class learning activities. Those are conducting informal activities outside of class to get to know students on a personal level, and that they must be willing to take responsibility for their own language learning, the implement of their own learning strategies, and to be autonomous by themselves, respectively. Therefore, students will be confident at communicating and using English in an authentic way.

2.6 Communicative skills

Communicative skills are the use of verbal and non-verbal language interacting at the same time in order to facilitate understanding, which are essential for personal and social interactions and relationships (Grover et al., 2020). As it is known, communication is a social tool to express ideas and information by using linguistic devices, linguistic skills and our own person, and some authors agree that, daily, it involves the social ability to receive, adapt and share ideas, information, strategies, emotions, and thoughts effectively with the rest of people (Mahajan, 2015; Muste, 2016; Waterford, 2024). In this case, both verbal and non-verbal language are needed to achieve communication successfully: recalls, the consistency of gestures, intonation, volume, posture, among others (Al-Alawneh et al. 2019). In short, all skills, ability and non-verbal languages are important in communication.

However, as this topic is commonly related with social work and its successfulness in the working area, Reith-Hall & Montgomery (2023) establishes this must be essentially applied in language learning courses for achieving a proper communication. This is confirmed by Crockett (2023), who noticed thanks to competition in colleges and workplaces communication has become a duty to master for all language learners. For this reason, it is indispensable to promote students not only to success at school or work, but to think critically, understanding their thoughts, listening actively and working hard to enhance and link ideas for effective communication and by the discussion of their progress (Awang & Daud, 2015; Crockett, 2023).

This promotion can be done if students that achieved the expected communication are aware of their learning, and Al-Alawneh et al. (2019) add this can be done by attending, encouraging and being alert of students' non-verbal language. This can be justified in Munawaroh et al. (2022), which point out that cooperative learning in classrooms provides feedback and innovative solutions to reason and transfer information, so it increases their courage and learning. Nevertheless, traditional classes are not enough to develop a great communicative skill, and this may have several reasons to fail. In fact, Muste (2016) explains, depending on the teacher's pressure and students' interaction, the communication might or not be as expected.

Eventually, this is why an important implication identified by Reith-Hall & Montgomery (2023) is the opportunity given to students to practice their communicative skills, reverentially, in a real environment. To illustrate, it is emphasized by Pratibha (2017), as students use their free time to complement their in-class learning, they should also manage it to master a skill they are lacking for checking and improving their performance. Finally, for this research, speaking skill, listening skill and the non-verbal language will be explained as the most enhanced in quotidian situations.

2.6.1 Speaking

Speaking is defined as the channel through which people interact, communicate, discuss and share their ideas, opinions, feelings and perceptions about what is in their surroundings (Raba, 2017). However, the same author explains is one of the most difficult skills to use in a foreign language, especially in the English classroom, as it is usually seen the stress and elevated expectations to achieve the level. The problem of Al-Garni & Alimohammadi research (2019), and that can be applied in this argument, is that the activities evaluated in their test failed due to the memorization of exercises learners did because they were used to using this memorization and not analyzing their progress.

However, there are many findings which confirm the activities focused on developing the skill tend to be significant and entertaining for students. First, in the investigation of Coşkun (2016) is noticed the tool of storytelling, which seems to be the most fun and effective for students, thanks to the practicum, the entertaining, and the continuous pronunciation and repetition of vocabulary to enhance critical and solving skills. In the case of debates, radio programs and broadcasting, the author noticed they were less interesting, but more effective in getting familiar with truthful information, and authentic vocabulary and pronunciation.

In contradiction, there is a vision by Aziz (2020). The author mentions debates are another useful tool in speaking skill, contributing to courage, spontaneous conversation, obtaining new vocabulary, and to think critically. Then, for other researchers, it is mentioned the benefits of other activities for speaking. In the results obtained in Iamsaard & Kerdpol's research (2015), they concluded the use of dramatic activities, such as performances, role plays, and games of real-life situations made students to be brave, to act and communicate in English.

As revealed by Iamsaard & Kerdpol (2015), they also identified each time students did a role play, they were more interested in their roles and demonstrated the emotion to do their best and share it with their friends. In either case, there must also be considered what the speaking activities are performed by students outside the classroom, so that there is a visible increase in speaking skill.

Even though learners have the chance to develop their language skills outside the classroom, Coşkun (2016) found out most of the activities related to out-of-class learning were the least used. Even though it is seen there are minimum or non-benefits speaking outside the classroom, there are two purposes of speaking in an EFL environment, specifically outside the classroom, which Knight (2000) identified in his community college. He identified learners speak to themselves for independent activities, and for interacting purposes.

Furthermore, Purwanti et al. (2021) investigated the exposure of speaking aspects by the support of the platform YouTube. Thanks to this research, they found out the benefit is the increase of vocabulary and grammar, as the intonation and pronunciation were reinforced, of course, with proper use of strategies. Having this information in mind, it is important to enhance speaking proficiency outside the classroom with authentic materials, like videos.

Nevertheless, Purwanti et al. (2021) recognized fundamental issues regarding the lack of speaking proficiency outside the classroom is caused by low Internet connection, forced interaction with teachers and peers, the length of the video and so on. Consequently, it must be deeply analyzed how to practice speaking, and how it can be done properly. To conclude, there is a suggestion which fits the best in all mentioned above. The application of speaking in Mahdi's point of view (2022) must be performed in authentic contexts, and covered with collaboration, reflection and feedback; all of this will reduce anxiety and involve them in the active learning process.

2.6.2 Listening

To start with the other linguistic skill important for communicating with people, Pamungkas & Adi (2020) explains listening is the first communication skill we develop, and we use every time and every day. In communicative skills, listening is the first and critical factor, so Jahromi et al. (2016) noticed their effectiveness will be helpful in the working space. They mean, the proper development of listening will be helpful not only in our daily life, but in all contexts, we are present in. Even though listening is different from hearing, because the second one only involves the perception of vibrations and sound. Instead, listening involves a deep understanding of what the other person is saying. Jahromi et al. (2016) explains that active listening is not only natural, but it must be learned and developed to create more awareness.

In that case, Van Dozer (1997) explains, as listening itself is the attention given to things, the motivation and attention must be high to be captured by the learner, and this can be analyzed into individual perspective and relationship perspective, as Bodie (2023) proposes, to offer an empathetic view of listening. With this information in mind, the tools and materials employed by the learners will receive the expected attention and will get meanings from a context.

Adnan (2015) suggests the implementation of modern listening materials. The first interesting, modern material for students is movies, and there is an important benefit discovered by Pamungkas & Adi (2020) of using movies. This reduces difficulties because of the understanding of the context which provided in their findings 81% of positive answers. So, the fact students see and relate what they are watching with what they are listening facilitates their comprehension. Another favorite tool by students are videos, which Rodríguez et al. (2019) confirmed has changed the way a foreign language is learned. They proposed that videos are a great stimulus to provide authentic cultural information.

Nevertheless, Rodríguez et al. (2019) also noticed students might get frustrated if the videos are not interesting, clear and short, and it only must match the instructional curriculum goals. As an example, the audios found in textbooks are, obviously, quite obsolete and cannot be completed outside the classroom; so, Adnan (2015) establishes textbook listening exercises are not useful outside the classroom, and teachers must avoid giving textbook audios for homework. So, it reinforces the fact that students prefer topics related to daily situations. The last example is the podcast, which presents many beneficial purposes, such as increasing the variety of topics and listening practice, to connect the information with learners' course, and to ameliorate the speaking skill (Kavaliauskienė, 2008).

Even though music is lacking in this research, it is well known there is a huge interest in this tool, and the students listen to it daily; so, their comprehension of lyrics increases each day they catch the idea. As a conclusion, the use of listening materials must match what the students already know with something they can relate to, but there must be an interest and desire to comprehend the current information for improving their skill successfully.

2.6.3 Non-verbal Language

The last communicative skill considered is the non-verbal language, which refers to the means that people establish and maintain contact between themselves, even by using the surroundings and environment (Key, 1980). However, little attention has been given to this type of language. Ruesch (1955) explains this is more like a complement of verbal language rather than a language concept itself, and that it rarely is developed satisfactory for communicative purposes. Even though this is an ambiguous idea, as a sample of this statement, Ghafar & Ali (2023) noticed non-verbal communication is usually ignored and removed from the classroom daily.

Returning to Ruesch's statement that the two linguistic skills, mentioned before, are the only ones essential for communication, I consider non-verbal language can be considered as the "way" the linguistic skills are conducted in order to be understood, for conversing with people and achieving the expected communicative goal, rejecting the two previous ideas. In fact, non-verbal communication has the same form, function and meaning as the rest of linguistic skills, and the same variations in other languages (Eryilmaz & Darn, 2024). Even Key (1980) recalls the content of the words spoken within a conversation is not as important as the skill that the participants express and command when using the language. This is reinforced by Jagadhish (2023), in which effective communication is crucial for the union of verbal and non-verbal communication.

This union leads to building a collaborative environment, in which all members, teachers and students, encourage themselves. In order to reinforce this union, it is essential to check what it is required to. First, the proper management of body language is analyzed. Body control gives students the feeling of security and calmness; with this, they become more participative within their classroom (Ghafar & Ali, 2023). Similarly, there must be control of how to express properly with the body. So, Eryilmaz and Darn (2024) mentions that, for the reinforcement of non-verbal language, it can be done by managing the time given to activities in which learners produce natural body expressions.

Another requirement is the comprehension of what the other person is expressing. In fact, as listening is also part of efficient communication, non-verbal language is also an essential factor to comprehend and continue communication. Hall & Knapp (2013) adds that understanding the map of expressions onto the person's characteristics makes possible non-verbal communication possible. Then, as encouragement is required, students must receive feedback on how well they performed.

For Ali and Ali (2011), it is obvious teachers must check the non-verbal issue, as they assure the reinforcement of messages and increase the closeness among all classrooms. Thanks to this, teachers start creating a strong connection with students, and students feel secure to express themselves in class and develop their self-confidence. Segal et al. (2024) suggest that students should become more sensitive not only to other people, but with themselves by regulating their stress and emotions, and avoiding sending confusing messages.

The final requirement is to comprehend how socio-cultural awareness also affects our body language. As Al-Radhi (2023) explains we are social creatures, our reactions and behaviors deliver the message purpose better. So, our attitudes are affected, as Fontenot (2023) notice, by others' behavior, the non-written rules set before within a community, and the cultural influence. Those are the three characteristics required to avoid misunderstandings in sending and communicating a message. To conclude, non-verbal communication is affected by our surroundings, but understanding it benefits the comprehension of others and the confidence to express ourselves.

Chapter III: Methodology

3.0 Introduction

This chapter explains the methodology that provides this research's purpose. Firstly, the type of approach is defined, the method and the reason they are chosen for the collection of data, as well as the advantages and disadvantages of applying this method. For the context, the scholar environment, mission, the ways of working and teachers' profiles are detailed in order to comprehend the school's profile. Then, the sampling is defined and then explained why the purpose is the one chosen to implement the mixed method.

The participant section contains detailed their English level, the background they already have, and the specific features required to participate in the research. Continuing with the techniques and instruments, the questionnaire is defined and explained its reason to be used to confirm how engaged students are for learning English, and an interview, corroborates they are learning English outside the classroom, are the tools required for obtaining the expected answers for the research questions.

Then, the ethical considerations explain how data is managed anonymously as students are minors and will not affect their personal information, as well as the procedure details how questionnaires and interviews were applied, where and how. Finally, for the data analysis, it is defined and employs a descriptive bivariate analysis for analyzing quantitatively how much progress students have obtained by using or not out-of-class learning. This is collected in crossing-tables and obtaining the standard derivation of the frequency of data.

3.1 Research Method

As this study aims to analyze why students are engaged in applying out-of-class learning and its impact on their communicative skills, it is required considering the importance of both students' engagement and the skill improved when applying or not out-of-class learning (qualitative and quantitative data). For this reason, this study is conducted using a mixed method. Brannen (2005) explains this approach embraces the diversity of questions and doubts presented, due to some of them frame contexts, and others are recontextualized according to the assumptions. Considering the study integrates qualitative data collection and quantitative data collection in all research progress, it must be clarified how it is ordered and/or combined for achieving the objective. Grafton et al. (2011) emphasize researchers must carefully analyze the integration of both qualitative and quantitative features in all the study. So, the mixed method is seen in all the research processes.

Cameron (2011) indicates mixed methods must be present because of the diversity of opinions expressed within the field of research and the contrast of numerical data obtained. In fact, she determines most of the information involved within mixed methods is not guided as expected; instead, it is up to the level of acceptance the study is demonstrating in the specified field which is being applied (Cameron, 2011, p. 106). So, the four types of mixed method, based on George's investigation (2023), are explained to, then, determine which one is used in this research.

Defined by Shorten and Smith (2017) in their research, the convergent parallel is a mixed method design in which both qualitative and quantitative data is collected and analyzed at the same time. In fact, George (2023) explains after collecting these data, both results are compared to drawing overall conclusions. Even though this mixed method design is quite complete, it is not the one required because the order of collecting and comparing data is not expected.

Then, the explanatory sequential design is the second mixed method design in which quantitative data collected is analyzed first, and then, qualitative data is collected for explaining and clarifying the quantitative data (Creswell and Creswell, 2018; Shorten and Smith, 2017). This means, this design is applied when, even if your quantitative data is understood, it needs to be contextualized and detailed with qualitative data (George, 2023). Even so, this design is not expected for this research due to the order and the contextualized data used.

Leading to the next type of mixed method, Shorten and Smith (2017) define the exploratory sequential as the design which collects qualitative data, so then quantitative data takes the role of testing and verifying the findings empirically. George (2023) also adds it is important to develop a hypothesis and check initial questions. With this process, at the end, it is possible to evaluate and confirm the qualitative results. Nevertheless, there is no exact numerical data obtained for this research, and the time to collect data is not enough.

Having this information in mind, the last design is the one that concerns and fits the best in this research: the embedded design. Within this model, both types of data are collected and analyzed at the same time, but one type of data is secondary to the other (George, 2023). In her opinion, this is a good approach if there is limited time or resources, and one data complements the results from the main search template type. It happens mainly due to time consuming (George, 2023).

For the current study, the embedded design is used in this research to provide a panorama in which both qualitative and quantitative data complete the purpose of this study. This is because qualitative findings are obtained at the same time as quantitative data, but in which quantitative data, for this study, is more detailed. Then, everything summed up provides stronger and balanced evidence that the other method lacks and contributes to better data comprehension.

In this case, measurable engagement and opinions about using out-of-class learning. As a conclusion, the embedded design is expected to collect what the students' types of engagement they present the most by ranking their agreement or disagreement, for, then, comparing their opinions about improving their communicative skills outside the classroom. So, analyzing the established order, an embedded design fits the best for this study as part of the mixed method research.

3.2 Context

The research is done in a BUAP high school, named "Preparatoria Emiliano Zapata," located in the community of San Martín Texmelucan during autumn of 2024. The high school provides the English subject within their curricula for all students in order to pass the university exam of students' interest and obtain an English certification. Before starting high school, an English test score is applied to students to find their English level and situate students into the three groups in which the grades are divided. By the end of high school, students must obtain at least a B1 level. At the moment, the school facilities are improving, so they have new technological materials for classes.

Furthermore, the high school has moved into a new location, in which they have two practicum classrooms for learning English. In those laboratories is an hour per week used to practice English language learning on students by using electronic devices, such as apps, computer programs, audios, and websites. Finally, English teachers are required to have a degree related to the language learning, as well as an English certification in which they prove their C1 level according to the MCER, besides of a master in pedagogic or language and a 10-year experience giving classes.

3.3 Sampling

The sampling is defined by Fleetwood (2024) as the systematic selection and verification of the participants required to collect the expected data and/or characteristics. With this sampling, the researcher can control the population by following a main representative quality. As Tuovila (2024) provides with examples to control the population, like reducing the number of participants, or even adding more participants to avoid generalizations. For this research, as the B1 level starts during the second year of school, it is the starting point for students to openly speak the English language. In fact, all features mentioned in the school context (starting B1 level, use of electronic devices, school location, and students coursing their second year of high school) are part of the requirements for employing the mixed method. In this way, the sample which requires the compliances mentioned above for the research is the purposive one.

Even Palinkas et al. (2013) noticed that purposive sampling is well-established due to its interest in experiences or, as they call it, information-rich cases, and the union of both differences and similarities of the data collected. Relating the information above with this research, the purposive sampling not only collects the individuals' experiences using out-of-class learning but is useful to compare the answers with the quantitative results obtained in the questionnaires.

3.4 Participants

A total of 35 students participated in the study. The students are part of a BUAP high school named “Preparatoria Emiliano Zapata Extensión San Martín Texmelucan” in two groups of 3rd and 5th semester. Each group contained between 27 and 18 male and female students. The students took classes with a specific teacher who implemented out-of-class learning and checked how well they progress during the whole semester by journals. The students' interests expand, and they begin to explore different tastes, whether in music, series, or readings, which are guided by the teacher.

At this point, they have minimum a-year-and-a-half long intensive English classes. By that time, the third semester and fifth-semester students had learned and acquired an A2 English level to start understanding authentic resources and basic grammar comprehension required for a B1 level. During the third semester, students started using B1 comprehensible materials and resources to develop their communicative skills.

3.5 Techniques and instruments

Moving on now to consider the techniques required for collecting the results for the study, it is important to define data collection. The JotForm Editorial Team (2023) defines data collection as the gaining and detailed study of valuable information to, depending on researcher's objective, solve a problem or identify new perspectives. Besides, BYJU'S organization (2022) emphasizes that the collection might depend on the source of data collection, whether it is directly collected from the participants, or from another source related to the participants or information, called primary and secondary data collection, respectively. So, the instrument used for the study is administered directly to the participants.

Then, depending on the quality of the research, there are diverse ways to collect direct data. It can be through observations, questionnaires and interviews (Bhandari, 2023). Nevertheless, it is important to mention Kumar's perspective of properly gathering information. He establishes, as most of the data collection is done in both qualitative and quantitative data, the main issue is up to the restriction, flexibility, or freedom the researcher uses in their application (Kumar, 2010. p. 131). The goal of this study is to actively engage with students, not merely observe them, but to interact with them and gain insights into their perspectives on learning outside the classroom. That is the reason the interview and the questionnaires are the instruments used to obtain information. So, the interview and questionnaire are defined, as well as what type of questions will be applied.

3.5.1 Questionnaires

Defined by Bhandari (2021) and Kumar (2010), a questionnaire is a written list of questions, whose answers are recorded by respondents, gathering specific information about them and must be pleasant to read and to follow the order. Thus, there can be a variety of ways to answer, from multiple-choice queries to open-ended inquiries, and a wide source in which it can be applied in paper, online, or in a digital format (Williams, 2024). Even if the diversity of administering the questionnaires is important, the researcher must choose one to interpret the variety of answers given. Bhandari (2021) proposes two types of administered questionnaires with different insights.

1. Self-administered questionnaires: Those are standardized questions that can be applied on paper, in person or through email. This type of questionnaire is the most common one because of its easy implementation and low cost, but a non-response bias might be present.
2. Researcher-administered questionnaires: These questionnaires take place by phone, in-person, or online between the researcher and the participants, which allows a clearer understanding of responses and a high response rate. Nevertheless, it is time-consuming and a major difficult to analyze responses.

Considering the explained types to administer a questionnaire, the self-administered questionnaire was chosen to be applied to the participants, being more focused on their engagement. The main reasons for this decision were due to the low rate of response helpful for conducting the interview (their engagement in learning English), the ease to provide them with the link of the questionnaire, and the money saved. The questionnaire structure and the range-response questions applied for this research are shown in Appendix A. Besides, the questionnaire structure was taken and modified from Zare y Derakhshan (2024), as they analyzed precisely on their research the students' engagement.

3.5.2 Interviews

Burns (1977) claims that an interview is a conversation in which a speaker attempts to get information, opinions, or beliefs from a subject through verbal exchanges that typically take place face-to-face, and sometimes it can also take place over the phone. Kumar (2010) attaches that the communication between researcher and interviewer is dependent according to how and what is the order of the questions applied to the interviewed; this is, the researcher decides how to conduct the interview as they consider it. In fact, there are two ways to question the person: unstructured questions (the order is not so relevant) and structured questions (there must be an order on how questions are given) (Kumar, 2010. p.p. 137-138). In this study, it is considered applying structured questions due to, as Kumar (2010) explains, the uniform information collection which assures the comparability of data (qualitative and quantitative). As mentioned before in the questionnaire, which is focused on the students' engagement, it responds to some parts of the background of their active learning.

Despite the structured questions collection, it does not clarify whether they can be engaged in learning outside the classroom or not, or even how they could benefit from this learning. So, then, the process followed to determine the quality of questions and whether they are functional or not must be checked. The next section shows the process of writing interview questions, which is based on Castillo-Montoya's research (2016). The process consists of four phases with their meaning and the application done for the interview question. This leads to a wide proper data collection to address research questions. The phase 1 is named by Castillo-Montoya (2016) as the alignment of the research questions with the ones written for the interview. The first phase refers to how the questions established in the interview provide a useful understanding of the diversity of results and then connect to the study's purpose.

For this, a mapping interview is realized for conducting the interview properly and filling any gaps presented. And, as a questionnaire whose questions conduct to the interview were applied first, the questions introduced to the speaker must be considered, and that can be related among them. See **Table 1. Appendix B.**

In phase 2, named “Constructing an inquiry-based conversation”, Castillo-Montoya (2016) states that the researcher asks questions related to the study as well as establishing a casual conversation of a specific topic. The benefits observed within the conversation are the explained context and the order in which questions are presented, leading to the corresponding expected results. Besides, phase 2 encourages critical thinking and a natural, constructive dialogue. Castillo-Montoya (2016) proposes four types of questions that must be followed in an interview for the proper data collection:

1. Introductory questions: These questions are neutral and non-intrusive, as they only collect basic information.
2. Transition question: These questions link the introductory questions to the main one.
3. Key questions: These are the main questions connected with the purpose of the study, the research questions and the general objective.
4. Closing questions: Those provide an easy answer for the participant and conclude the interview by giving the chance to provide a perspective on the study.

Considering the information mentioned, there must be a table in which research questions, questions of the interview and the expected results are shown. There, the researcher is able to analyze in detail how questions are constructed, related and match the objectives of the study. So, the questions of this study, as they are structured, are conducted in a specific order depending on the students’ response (Yes/No).

With this, all questions conduct to the same joined questions that respond to part of the research objectives. Now, it is time to explain the order of the questions and its relevance among them. There are two main introductory questions; each of them has two subsequent questions based on the Yes/No responses. The third question is the transitional one, which determines the students' opinions in learning English outside the classroom. These first questions answer the research question: How does BUAP high school students' engagement enhance their out-of-class learning?

The subsequent Yes/No questions of question 3 are the key questions. Those start identifying whether they use out-of-class learning or not and also guide the participant to answer the questions related to the communicative skills they find a benefit. This means, out-of-class learning benefits or not their communicative skills. These key questions are from question 4 to question 10. Finally, the closing questions (11 and 12) obtain the personal students' experiences and perspectives when learning English.

This is not only aimed at finishing the questionnaire, but to analyze and match what they mentioned before. With the statement made before, questions 4 to 12 answer the following research question: What are the communicative skills differences presented in the groups who applied out-of-class learning and the ones who didn't in BUAP high school students? It is presented in *Table 2*, which is the structure of the questions used in this research. Also, there is demonstrated the order followed to accomplish the interview. It can be seen the alignment of the research questions; the expected order of questions and information obtained from the study.

Continuing with Phase 3, Castillo-Montoya (2016) comments that receiving feedback on the interview protocol provides the researcher with a different panorama about how well questions are understood by participants. Besides, the feedback demonstrates how closely the answers are related to the expected information obtained.

To evaluate the questions, the researcher should ask other research volunteers, who share some similar features of the actual study, to respond and comment aloud. With this, the researcher determines how participants might respond to the questions and whether they are relevant for both participants and the study. For the questions in **Table 1**, the interview was shown to some research classmates who have the same experience learning English in high school to improve their communicative skills. This has the purpose of receiving feedback and correcting the questions which might lead to misunderstandings or are not totally what was planned before for the study. When reading the questions, they made some comments about the expected answers of participants and, considering their opinions, I made the following modifications to the questions they commented:

- With question 3, the order of the subsequent questions was not understood, leading to a confusing way to answer the interview and producing non-response bias. So, the order of questions was modified, and two more questions were added in question 5 to fill that gap.
- For question 4 and 5, they considered these must be answered as well. This is because, as it is aimed at obtaining their opinions, both questions must be answered by all students. All modifications and the last version can be seen in **Appendix C: Final Interview**.

Finally, Castillo-Montoya (2016) establishes the last, and most important, phase called “Piloting the interview protocol”. At this point, the researcher is ready to put into practice the interview by piloting it with people who share the expected features of the actual study. Realizing this step is essential for getting a realistic sense of how long the interview takes, whether participants are able to answer, and whether or not the expected results for the research is obtained. Now, after analyzing the interview, it was given to three high school students and a researcher classmate who had most of the features mentioned before.

They answered correctly and as expected, the questions were clear for participants. One of them was honest by answering most of the questions negatively, which reduced the time of the interview. Even so, answering negatively is part of the interview to complete one of the specific objectives, so the questions function well for achieving the implemented objectives. See in **Table 2**.

3.6 Ethical Considerations

The data collection process in high school students is designed to protect their privacy and the integrity of the data due to their age. As a result, this research will only collect basic demographic information, such as the age and sex of participants, in order to prevent any potential confidentiality issues related to their minor age. Additionally, the interview includes a question that allows participants to stop the conversation and not provide personal answers if they choose to do so. This is crucial in respecting and considering participants' autonomy. These questions are also checked by the teacher in charge of the English class to confirm the anonymity of the data. For the informed consent from participants, it is detailed in the questionnaire a digital consent form, which includes information about the nature, purpose, and potential impact of the research. In this section, students must read carefully before they agree to participate or not. This includes a clear explanation of how their data will be used and who will have access to it.

3.7 Procedure

The data collection is gathered by answering the questionnaire by a Google form, and formal sheets and Google forms are realized for the interviews. Due to the reduced time to complete the interviews, some of them were made by Google forms, in which students respond depending on their opinions. There is an average of 7 minutes for the questionnaire and 15 minutes for each interview. The questionnaires were applied on Friday 20th, 2024, as the teacher who admitted the research data collection had classes with those students on that day.

So, after completing the questionnaire, the students continued their classes and received the announcement that they would answer an interview the next week whenever they had free time. Nevertheless, some students asked to give them the interviews by forms as some of them skipped the class in which the interview was given. Besides, the teachers suggested the interview should be done after their English class as mid-term exams are coming.

Finally, most of the students refused to participate in the interview as they did not feel confident answering. With these issues, the interview took more time than expected; so, there are results obtained from the Google Form. Even though it was not expected to create a Google Form, it is helpful as it can sum up the students' responses and easily categorize their answers. With this the interviews were obtained during the last week of September 2024 and the first 10 days of October.

3.8 Data analysis

As the data collected must be checked and summarized for the understanding and goal of answering the research questions, there must be the data analysis. It is defined as the transformation and relation of numbers, characters, numbers, images or any other method of recording or rowing data (Dawit, 2020; Semanjski, 2023). Within this process, it is modified into meaningful ideas, making predictions to obtain expected data and new knowledge, no matter whether they are qualitative or quantitative.

As this row information must be regulated, next it is detailed where the collected data is gained, based, and ordered. It can also be called a variable. Even though these variables are interpreted, the way they are analyzed, their characteristics, and the value determined by the researcher is completely different. That is the reason there are different measurements of data, and those ones are even subdivided into qualitative and quantitative measurement, respectively.

Those are the following ones: nominal, ordinal, interval, and ratio (Singh, 2023). The nominal variable refers to categories that cannot be ordered based on a numerical value nor an internal hierarchy; even though it can be numerical in nature, it must not be numerical in property (Cuemath, 2024). For the Ordinal variable, it is defined by the Apoyo B@UNAM, CCH & ENP (2024) as “a qualitative variable that expresses different levels and order, which means, it presents an ordered position or classification.” Even though it is ordered in a quantitative form, the data must not be managed in a quantitative measurement.

Interval variables are the values ordered, measurable and consisted, but which a “zero” response does not mean it is a valid response (Drew, 2023). Finally, the ratio variable is only different from the Interval Variable for the “zero” value; this means, it exists the “zero” value and determines the measurement and the value of the data (BusayoLonge, 2019). Due to the quality of this research, and the meanings seen done before, the variables applied are the Nominal and Ordinal ones. This is because personal information related to sex and age, as well as the frequency and the students’ responses are classified. Besides, their responses do not correspond to measurable numerical data but can be determined by the frequency of their actions and/or repetition of the answers.

Considering the features, those coincide with the definition of the Quantitative Descriptive Statistic Analysis of Bhattacharjee (2012). The author adds that descriptive analysis must be converted into numeric format to be organized into a numerical format or file (2012). For this reason, there must be specific steps to follow. First, the coding data refers to adding a numeric format of the answers, so it can be put into a codebook (Bhattacharjee, 2012). Even though it might be seen as confusing, the truth is it only helps to manage all variables related among them, and it only references the participants’ answers.

For this research, all data is numerically categorized by the frequency of the students' engagement, the level of difficulty they present in their communicative skills and the frequency of practicing English outside the classroom. All of them are categorized as the least frequent or common with number 1, and 5 as the most common or frequent action. Secondly, the data entry is all data placed within a numeric file or format. Fortunately, the questionnaire and the interview were put into Google Forms, which have the option to create an Excel file with all data ordered numerically in this study. Despite the mentioned process, and the correct organization realized, the author (Bhattacharjee, 2012) mentions there must be checked the missing values, especially the sensitive or ambiguous answers. For these types of cases, the student's answer might be replaced with the average of all responses to remain the scale of participants' answers. Fortunately, the questionnaires and interviews were clear, so there is no lack of answers nor replaced answers. Now that all data is numerically valued and measured within a numerical format, it is important to review how all values of this research can be ordered, so every value is related to the other. In this case, bivariate analysis is the best option for this study. Bhattacharjee (2012) defines it as the relation between two variables, in which it is usually determined how positively or negatively those variables are related. The author indicates it is required that one of the variables is measurable and the other one indicates the frequency of participants' responses.

Considering his statement, the two variables measured in this research are their scholar average and both the level of agreement in their engagement and the level of difficulties presented in their communicative skills. Both are rated from one as the total disagreement and ease, and 5 as the total agreement and trouble, respectively. In the research it is used the correlation twice as one focuses on the students' communicative skills, and the other one on the frequency of the practice outside the classroom.

As mentioned before, the frequency of results is important for matching the results with the hypothesis and objectives of this research. So, according to the author (Bhattacharjee, 2012), a Crossing-table fits the best for obtaining accurate results, due to the description of percentage and frequency of the combination of both nominal and categorical variables. Even though there might be a difference between the expected and actual count, it is also significant for the test. Thus, the crosstab is adequate for comparing the students' progress of communicative skills whether they used or not the out-of-class learning, and how they are related with the frequency of their engagement and their scholar average. The school average is used in both crossing tables to relate their engagement to, then, match the results with their responses of using out-of-class learning.

To conclude, the qualitative section must be focused on how the results are presented to, then, provide a narrative of the situations. Considering this statement, the University of Chile (2025) provides with some characteristics to consider when organizing the narrative results. Those characteristics are the common thread of the subtopics, the representative data examples, and the nature of the research. This last one means it is up to the author to decide which order the qualitative results are. For this study, the qualitative section is organized in Anchoring quotes (Bingham, 2020). She defines Anchoring quotes as a way to structure the narrative discussion of the finding by using pseudonyms to provide the evidence and set the reader for what the results are to come, allowing to show the overall participants answers. All this is seen in Chapter 4.

To sum up all content mentioned in Chapter III, **Table 3** is presented below. In that table, it is summarized the content of all sections of this chapter, starting from the type of research, the design used and the sampling of the research, as well as the participants' details, the instruments applied and the dates applied, to the type of data analysis used for this research. The table was done in order to sum up all content seen to be easily seen.

Table 3.*Methodological design of Chapter III*

Type of research	Mixed method
Research Design	Embedded design
Sampling	Purposive sampling (Palinkas et al., 2013)
Participants	35 BUAP high school students in 3 rd and 5 th semester
Instruments applied	Questionnaire of students' engagement (Zare, J., & Derakhshan, A., 2024), and interview about out-of-class learning. Face-to-face, Google forms
Dates of application	September 24 th , September 26 th , October 3 rd – October 10 th
Data analysis	Quantitative Descriptive Statistic Analysis (Bhattacharjee, 2012), and Anchoring quotes.

Chapter IV: Findings

4.0 Introduction

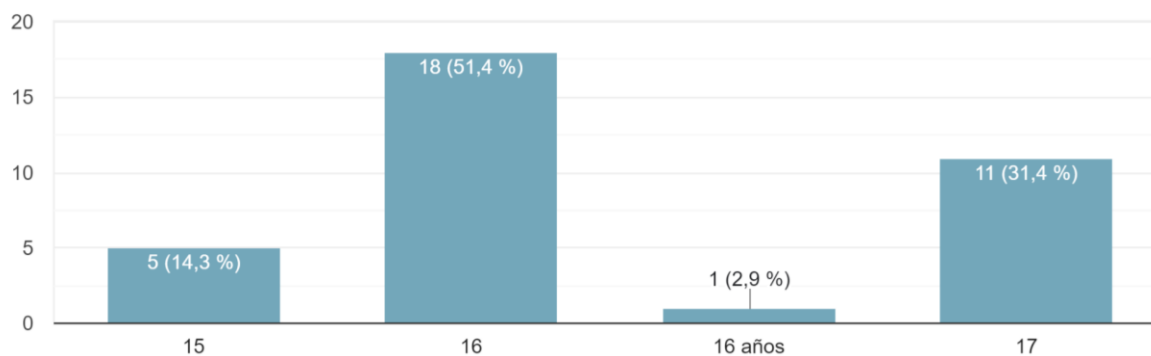
In this chapter, the data analysis is developed, and the results are shown below. This chapter is divided into two sections: The engagement of students to learn English and the type of engagement in which they are active the most, and the students' response about the benefits shown when applying out-of-class learning in their communicative skills. The results were obtained from a total of thirty-five students.

4.1 Quantitative findings

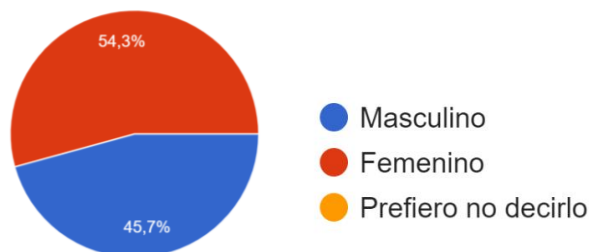
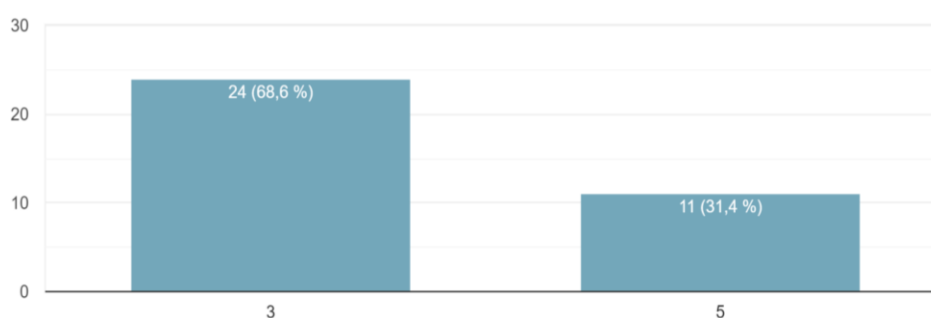
From both the questionnaire and the interview, their age, sex, and school average were analyzed. The age scale of participants was between 15 and 17 years old as illustrated in **Figure 1**. A student added an extra response, so there is an extra column with a repeated age scale. **Figure 2** shows that the percentage of female students is bigger than the male students. **Figure 3** semester shows two thirds of the participants were from the third semester, and the rest of them were in their 5th semester.

Figure 1

Age of high school participants



Source: own elaboration.

Figure 2*Sex scale of high school participants**Source: own elaboration.***Figure 3***Semester in which students are coursing.**Source: own elaboration.*

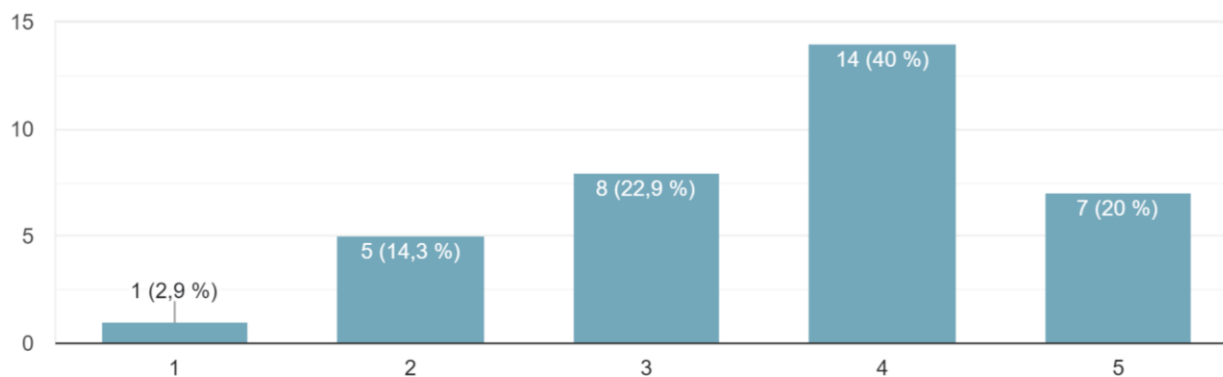
4.1.1 Behavioral Engagement

As for behavioral engagement, the results focused on the students' responsibility to comprehend and complete the activities. To start, **Figure 4** shows more than half of the students make a real effort to complete their activities. That is, on 20% of students are not quite interested in providing more details when completing their tasks. However, it does not mean they do not try to be focused. In fact, **Figure 5** shows that almost all students strive to stay focused when doing their activities and avoid being distracted. Only one student rarely is focused when doing an activity in English. This demonstrates students work hard to achieve their tasks and activities done properly.

Figure 4

Participants' responses to completing their tasks.

I tried to do more than was necessary to do the task well.

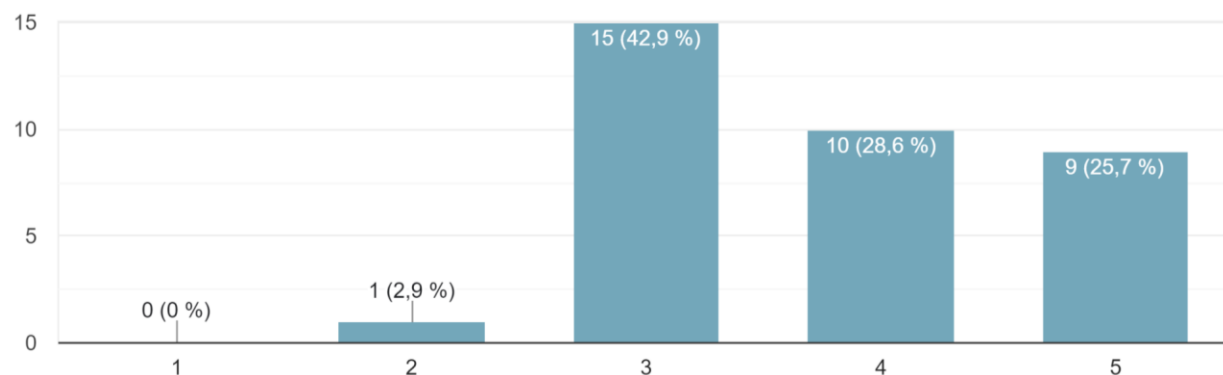


Source: own elaboration.

Figure 5

Participants' responses related to focusing and distractions.

I did my best to stay focused and avoid distraction.



Source: Own elaboration.

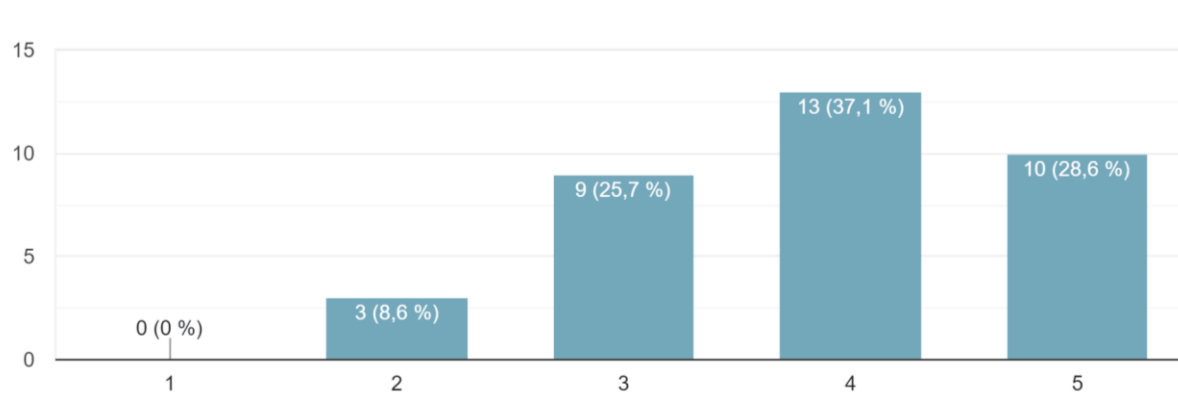
For the next two questions of behavioral engagement, time spent in learning English outside the classrooms and their efforts in doing their tasks were analyzed. **Figure 6** shows that 60% of the participants take more time to do and to complete their tasks successfully. However, more than 30% of participants do not invest enough time to continue learning outside the classroom.

Also, **Figure 7** suggests that 70% of students work hard to complete their tasks, even if it is only to finish or to really comprehend what they learned. So, these answers confirm that they are engaged in studying English in terms of behavior engagement.

Figure 6

Participants' responses related to time invested in learning English.

I spent as much time as necessary to complete the task.

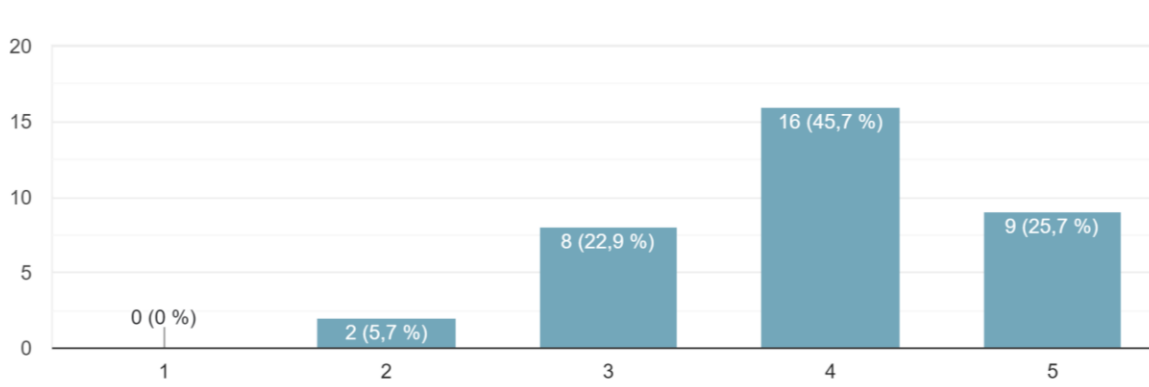


Source: own elaboration.

Figure 7

Participants' responses related to hard-working.

I worked as hard as I could to complete the task.



Source: own elaboration.

4.1.2 Emotional Engagement

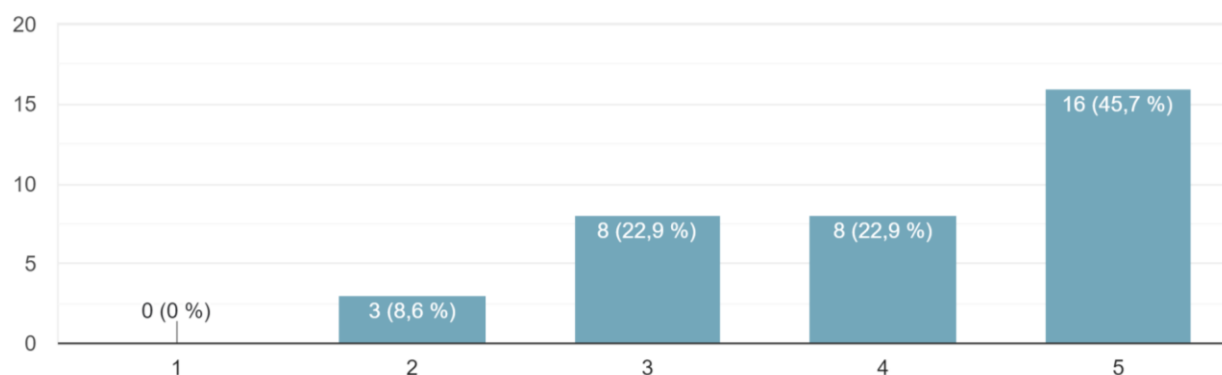
Proceeding with Emotional engagement, it is aimed to check whether students present an emotional response to doing their activities outside their classroom. It was asked to students about the frequency of doing the task and the fun they had doing it. Surprisingly, in **Figure 8** it can be seen that almost half of the students really enjoy doing activities in English. Even so, there are still 30% of students who find activities not that fun at all, but at the same time they are not bored. This means they are neutral in the tasks they do.

In **Figure 9** it is shown that 80% of the participants do feel interested when they do their activities outside the classroom. Also, 14% of them have a neutral emotional response when completing their tasks. And only two of them are not interested at all in the activities. It is more like a duty. This might indicate that students rarely practice English as part of their normal classes, instead of practicing because of their willingness. This graphic is resumed below in qualitative findings.

Figure 8

Participants' responses related to fun.

Doing the task was fun.

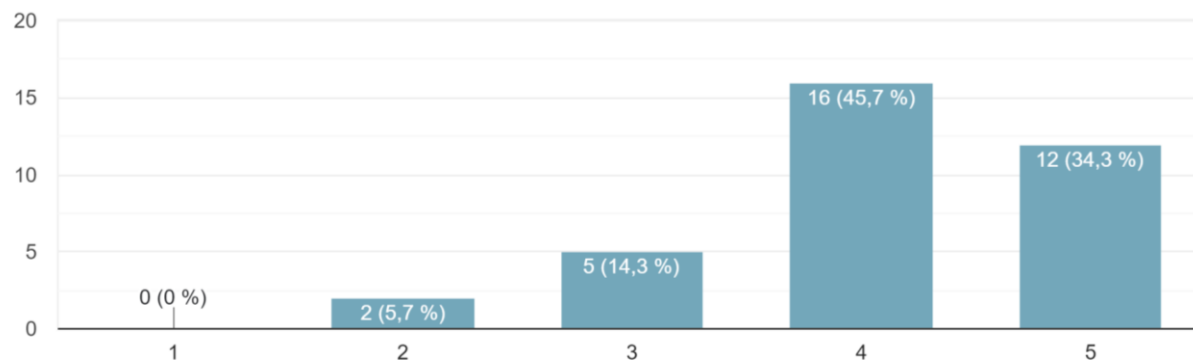


Source: own elaboration.

Figure 9

Participants' responses related to interest.

I felt interested when doing the task.



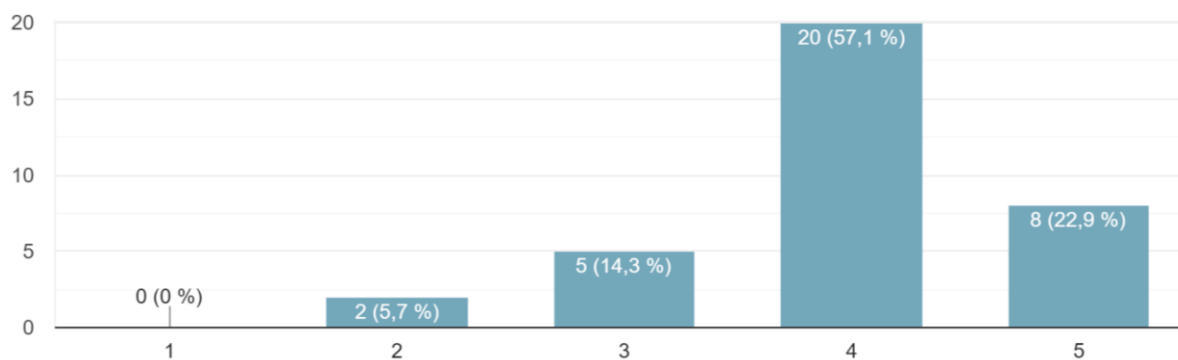
Source: own elaboration.

For the next response, it is seen in **Figure 10** that after completing the task, students frequently present an interest after completing their activities; this means, their curiosity of a topic in English is aroused. This is seen as 80% of students do really are interested in the task, activity or topic when learning outside the classroom. And, fortunately, there are no students who are not totally interested or do not have the curiosity for learning.

Figure 10

Participants' responses about the curiosity of learning outside the classroom

Doing the task aroused my curiosity.



Source: own elaboration.

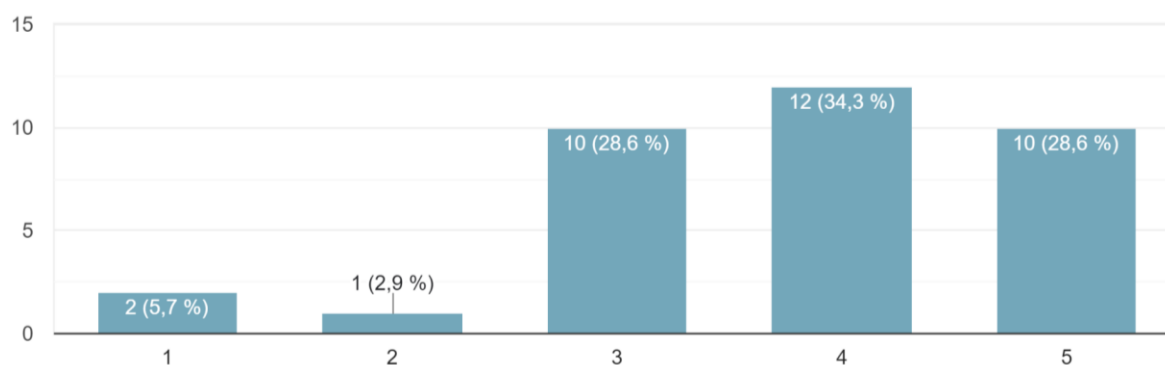
Finally, **Figure 11** exposes that even though students are happy about their activities, and

enjoy doing them, 8% of participants do not feel enjoyable when completing the task, and surprisingly, almost 29% of participants have a neutral opinion of the activities they do outside the classroom. With all information seen related to emotional engagement, more than half of the participants seem to enjoy doing activities in English on their own. However, there seems to be a minority of students who study English only as a support of their classes or do not apply out-of-class learning. This indicates they only study to improve their English level as a scholar requirement or are not interested in the language.

Figure 11

Participants' responses related to enjoyment of activities.

I enjoy whenever I am doing the task.



Source: own elaboration.

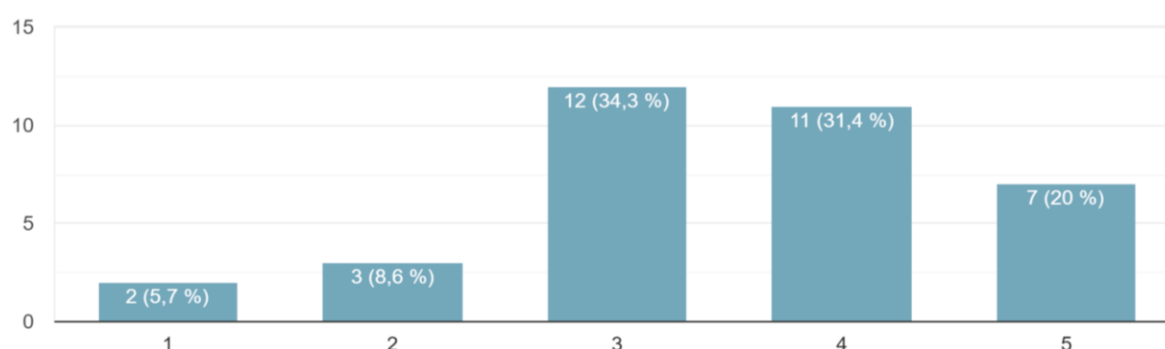
4.1.3 Agentic Engagement

Now, continuing with the agentic engagement, it was applied to comprehend the active role students have whenever they doubt something, and whether they really express themselves. **Figure 12** shows half of the participants do not express themselves frequently, or even some of them express nothing. The other half seem to be quite active and express their preferences and opinions quite frequently.

Figure 12

Participants' responses related to expressing themselves.

I expressed my preferences and opinions.



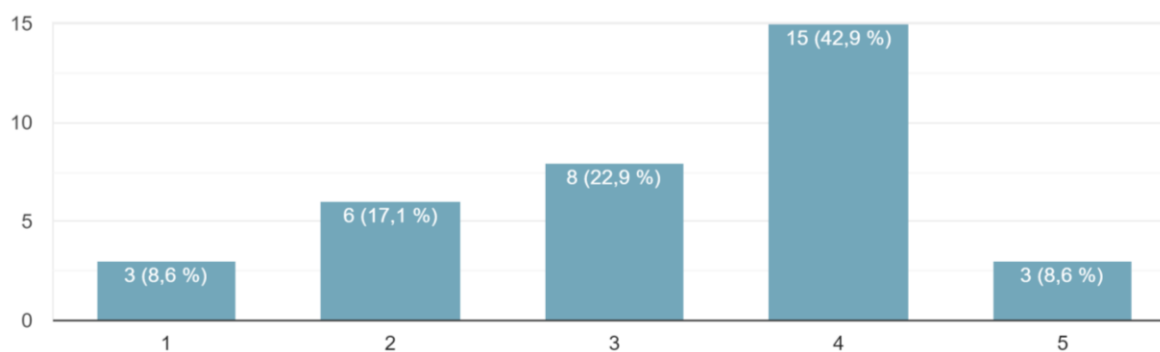
Source: own elaboration.

Even, in **Figure 13**, the same number of participants demonstrated they usually do not ask questions to solve their doubts. This might be understandable, due some students practice on their own, and there is not any guidance at all. On the other hand, in **Figure 14**, 60% of participants ask somebody or a teacher for something they need and 20% of them almost never ask for help; this means it is not so common. **Figure 15** demonstrates that almost 83% of students prefer to make corrections of their exercises on their own.

Figure 13

Participants' responses related to solving doubts.

I asked the teacher questions to help me learn.

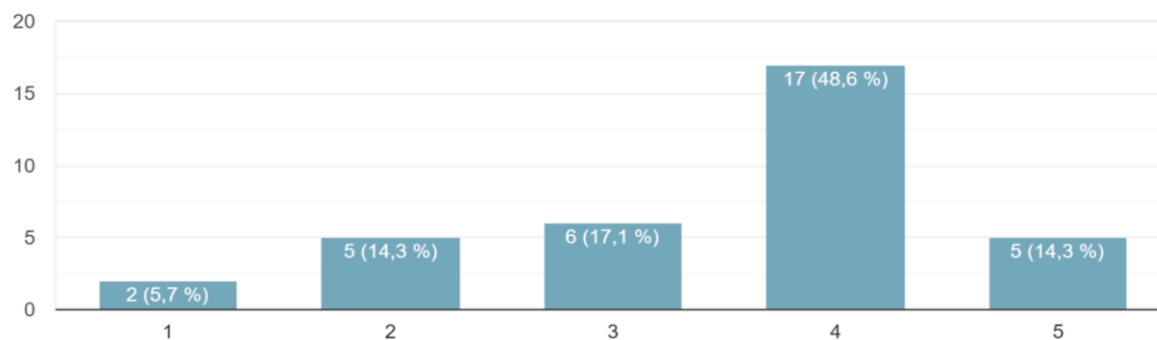


Source: own elaboration.

Figure 14

Participants' responses related to asking a solution to the teacher.

When I needed something, I asked the teacher for it.

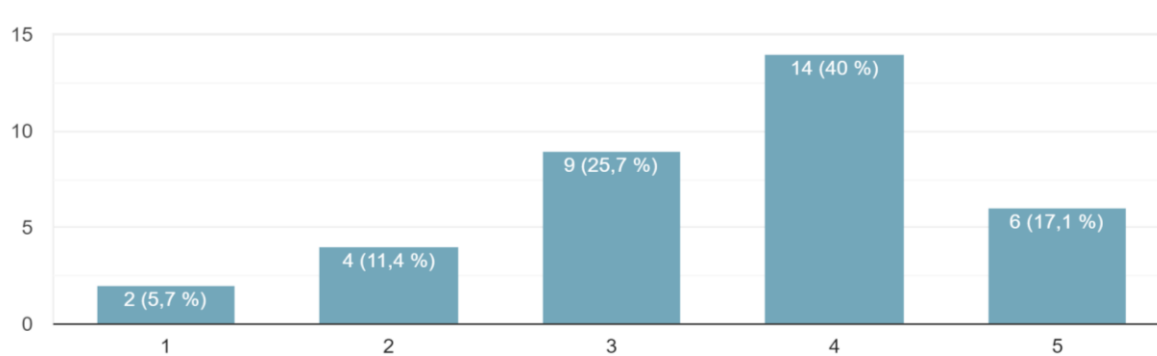


Source: own elaboration.

Figure 15

Participants' responses related to asking the classmates for feedback.

To make sure I did the exercises correctly, I do my own research to get better feedback.



Source: own elaboration.

With these answers, it is confirmed that students sometimes take an active role to ask for help or express something to make their out-of-class learning meaningful, but it is not as frequent as expected.

4.1.4 Social Engagement

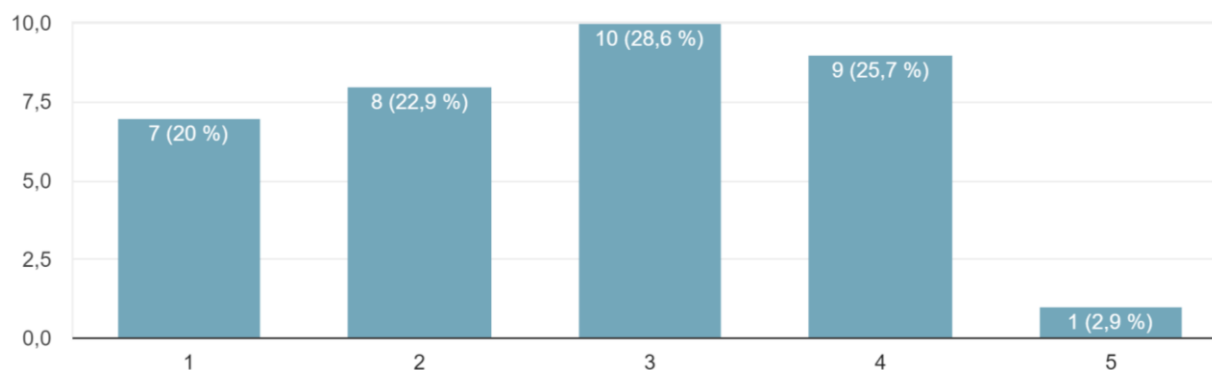
For the last section of the questionnaire related to social engagement, the questions are intended to verify the students' interactions with other people (classmates and teachers). With their answers, it is checked how frequent students have social interaction with other people, and how it contributes with their English learning. This is examined by the frequency they have by clarifying their doubts, having conversation, and receiving feedback.

Figure 16 shows how frequently participants ask for help to do a task, and, surprisingly, almost all options were answered by the same number of students. This means, they only ask for help whenever they struggle in comprehending the information. **Figure 17** indicates 52% of participants almost never ask other classmates for help, 25% sometimes collaborate with other students, and the rest of them ask for help. This is astonishing, as it is demonstrated that students do not usually ask for help from the teacher and among them, leading to a lack of support for each other, and it goes against expectations.

Figure 16

Participants' responses related to teachers helping in activities.

I asked the teacher to help me do the tasks.

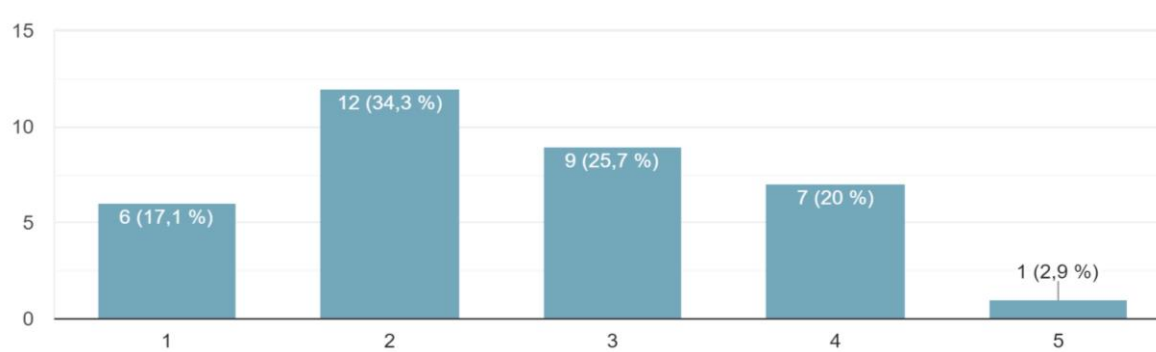


Source: own elaboration.

Figure 17

Participants' responses related to asking for help from other students.

I asked the other students to help me do the tasks.



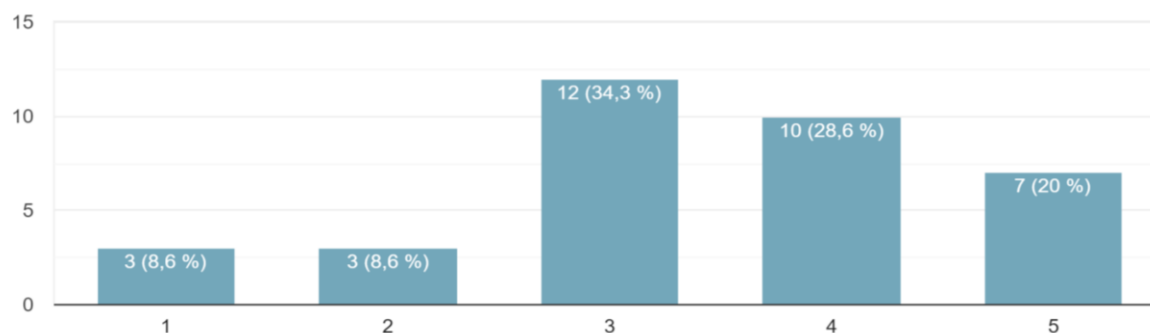
Source: own elaboration.

Continuing with the responses, **Figure 18** indicates the frequency students communicate with the teacher while doing their tasks. Almost 50% of students converse with the teacher, and only sixteen students do not converse at all. Even, **Figure 19** shows that 54% of students usually converse among them when doing their activities. So, this demonstrates that tasks are comprehensible when there is a conversation related to the topic students are learning, no matter whether it is the teacher who talks, or the talking is among classmates.

Figure 18

Participant's responses related to communication with the teacher.

It was important for me to communicate with the teacher while doing the tasks.

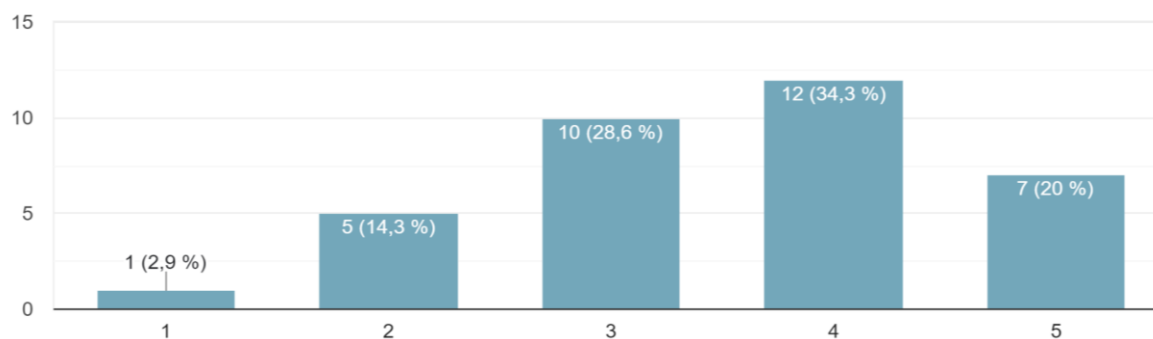


Source: own elaboration.

Figure 19

Participants' responses related to communication among students.

It was important for me to communicate with the other students while doing the tasks.



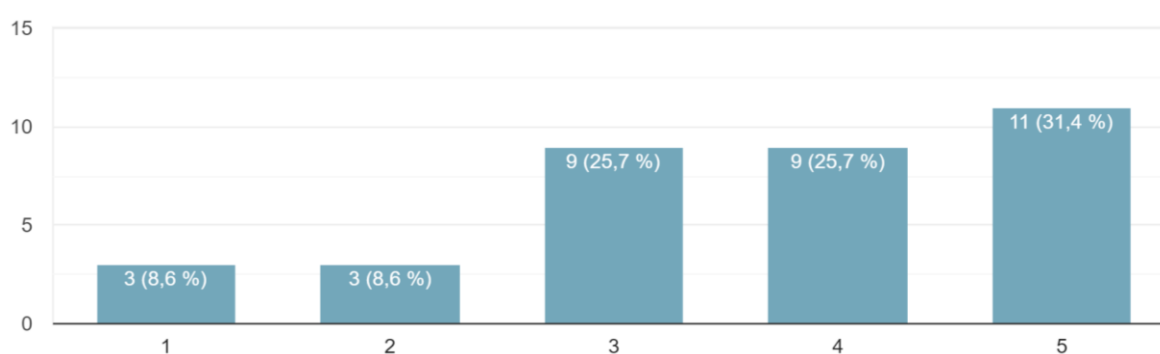
Source: own elaboration.

Figure 20 shows the frequency of participants who share what they learn, so that the information is understood. Surprisingly, 58% of students usually communicate what they learned with teachers or classmates, whereas 25 % of the students sometimes share what they have learned, and only six students almost never converse about it. This suggests that even though they do not ask for help, it does not mean they do not aspire to communicate with the rest of the classmates and the English teacher.

Figure 20

Participants' responses related to sharing their learning.

It is important for me to communicate with someone so that I understand what I have learned.



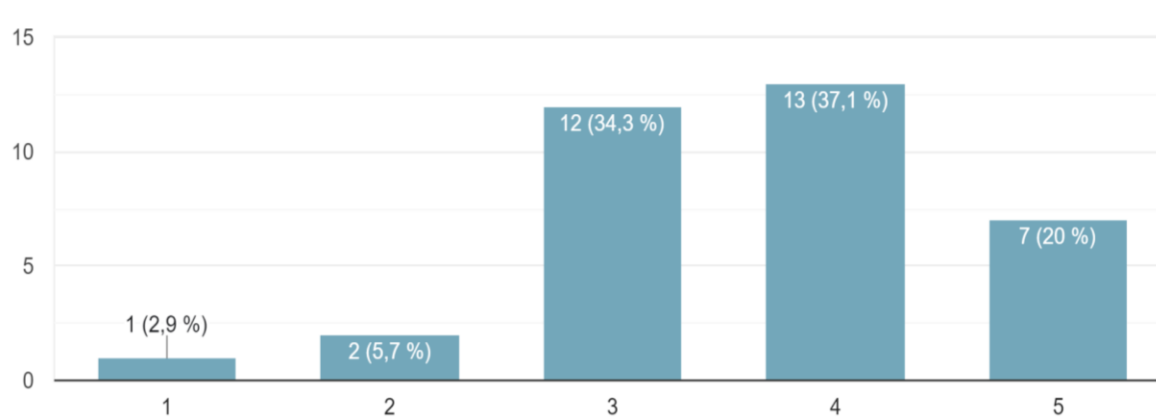
Source: own elaboration.

In fact, and for concluding the qualitative or quantitative finding, **Figure 21** shows that three students answered they rarely or never ask for feedback from their teacher; so, the rest of students do really ask to complete their exercises correctly. In conclusion, participants demonstrate their engagement socially in learning the language by interacting with their teacher and other classmates. Despite their preferences to do their own research and the little reception of doubts, students.

Figure 21

Participants' responses related to asking the teacher for feedback.

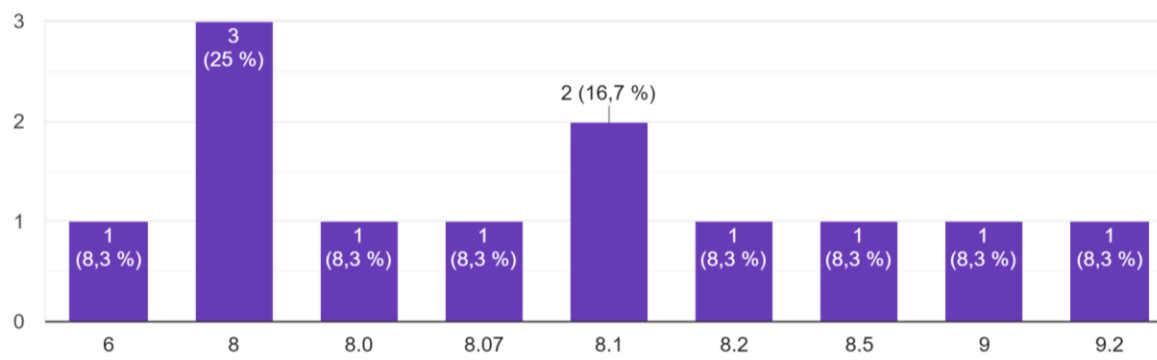
To make sure I did the exercises correctly, I asked the teacher to give feedback.



Source: own elaboration.

4.2 Qualitative findings

As for qualitative analysis, of the 35 students who answered the questionnaire, 12 of them decided to participate in the interview. For this investigation, their school average to be compared with their results given in the interview was asked and can be seen in **Figure 22**. Here, the relevant questions for achieving the objective are numbers 3 through 11. In question 3, whether students apply out-of-class learning or not and whether they would like to practice it or not with their reasons was determined.

Figure 22*Participants' average score*

Source: own elaboration.

4.2.1 Reasons of learning outside the classroom

Seven participants affirmed they do practice English outside the classroom, and they mentioned what they are improving in the language. The main reason they are learning outside the classroom is for better speaking and listening, only one of them is practicing writing, in which pronunciation, grammar, and vocabulary are the supports for achieving the language learning. Participants 3, 4, 6, 7, 8, 9 and 11 mentioned respectively:

“I am practicing writing and listening, as I want to do it by my own methods and to do it better in classes for comprehending the language” (P3).

“I want to understand the grammar better to use it properly and get new challenges [...] mainly to speak and understand what Americans say for a better performance” (P4).

“I would really like to maintain a conversation in English by chatting and speaking it, so I understand what people tell me and what I converse with the others” (P6).

“I would like to carry out my sentences nicely to respond and converse correctly in the language, as I understand better by having it in practice for your own pleasure, and not because of an obligation to comply with the school subject.” (P7).

“I’m practicing on my own because I would like to have a larger vocabulary and improve

my pronunciation for speaking more, to learn better and understand more” (P8).

“I want to speak better because it will help me communicate fluently, as there is less restriction of words and more conversation that are not imposed by the teachers” (P9)

“In general, I want to speak more and better. I am even starting courses about the language and looking for classes through free platforms that help me learn” (P11).

Four students mentioned that they do not practice English outside the classroom, but they are quite interested in doing so. In fact, they also confirmed that listening and speaking are the main language skills they want to ameliorate and are struggling with, also pronunciation and grammar are key subskills for them to achieve it. They mentioned the next comments:

“Maybe I could check my pronunciation and grammar more in detail more fluently, as it is more specialized for me” (P2).

“I would like practice by listening to people, series or audios, because it is hard for me to understand the teachers[...], so studying out of the traditional classrooms would give me a refresh of the teacher’s learning methods” (P5).

“I just want to speak nicely, so I do not sound weird” (P10).

“If I apply out-of-class learning, I could improve my verbal development, as I struggle with that. But I would like to find a unique environment to leave the comfort zone” (P12).

Only one participant admitted not practicing outside the classroom. This student argued teachers do not often encourage them to continue practicing, and this caused him to not be practicing on their own. By the end, all the students agree that communicating with people and expressing their ideas are their main goals when learning English. In this respect, participant 1 commented:

I am honestly afraid to try it, since our teachers haven't helped us well, and we don't have a good program for it. [...] They do not encourage us to continue practicing English for confirming the communication as the main students’ objective and we rarely converse with other classmates in English (P1).

4.2.2 Challenges of out-of-class learning

Continuing with the next question, the students responded about the challenges they face, or might face when doing activities outside the classroom. Six students identified that the main issue when learning outside the classroom is related to the support, confidence and help that a classmate or a teacher can give. Participants 1, 2, 3, 5, 7 and 8 mentioned:

“I guess it is more about how a good teacher can help you. I mean, the teacher must really explain to you how to learn English nicely. But outside the classroom, even if you find a teacher, he or she must be there to guide you” (P1).

“It can be the teacher's ability, in case you are taking courses, because this determines how confident you feel in classes to ask any doubts you have.” (P2).

“It is more difficult to solve doubts that arise. Because there is no feedback, something or someone that can indicate to you that you are doing well or not” (P3).

“In my case, I take extra courses that are quite interactive. However, what I struggle with is the relationship between classmates from different schools or age. Because some classmates aren't nice, and the interaction between each other is a bit difficult” (P5).

“What I notice is that I don't receive the support of a teacher to resolve my doubts as can be done in the classroom. I understand some things, but I need to clarify others” (P7).

“Maybe it can be the confidence to ask for help. I mean, you can't ask your family for some advice if they don't understand English” (P8).

This is crucial because, in the quantitative findings, students responded that they do not ask for help from other classmates nor from the teacher. Besides, they need to converse in order to achieve and complete their tasks. These opinions demonstrate that students are required to converse about what they are learning, but there has not been enough guidance and support for promoting speaking and confidence to comprehend what they are learning.

Then, three students identified that another issue when learning outside the classroom is related to the available resources for practicing it such as time, price and schedule. Participants 6, 10 and 11 emphasized:

“I think it is the cost of things. In many sources, materials, and even courses, you have to spend some money to continue your activities.”(P6).

“My main problem is the lack of appropriate material, so I have to look for different ways to continue learning without the materials or to get them more easily” (P10).

“It might be the schedule. Since sometimes I don't have much time due to school, it is difficult to fit my free time to attend a course or do some activities outside the classroom” (P11).

The other three students stated some features that do not match the ones seen before, but that are quite important to emphasize. For example, participant 4 does not consider there is not any difficulty when learning English outside the classroom. This is relevant because it means that the student has no problems to practice English outside the classroom. Participant 9 remarked that not being engaged in continuing learning is an issue on his/her learning. This is fundamental as the student stated on the quantitative findings where the students' behavior suggest affecting their English communicative skills.

Finally, participant 12 indicated the challenge of learning English outside the classrooms is because of the concern to unknown language and knowledge. With this question, it is confirmed that the challenges for learning English outside the classroom are related to the support of classmates and guides, the availability of time and resources, the behavioral engagement and the fear of current information. The participants 4, 9 and 12 gave the next comments:

“I don't find any challenge, at least in my case. [...] In general, I can learn English without any problem or conflict” (P4).

“As I can see, there is less responsibility on the part of students, since most of them prefer to do nothing” (P9).

“Mainly, it is the fear of the unknown. I don’t know what I can learn and if it is right or not” (P12).

4.2.3 Benefits of out-of-class learning

For the next question, the students mentioned the benefits they notice of applying out-of-class learning they have seen or, in case of students who do not apply, the possible benefits of it, regardless of the factor. Four students answered that out-of-class learning is beneficial as it helps for achieving English in professional, personal and communicative goals. This means, practicing English outside the classroom will develop their skills, which is helpful for their future plans. The answers of participants 2, 4, 6, and 7 are expressed:

“In my case, I want to improve my language skills. In fact, I’m more focused on understanding the language” (P2).

“I’d be able to get a better level of English easily and be able to get certified. This is my main goal” (P4).

“I could have more opportunities in the future, like for work or for traveling abroad” (P6).

“For me, it is beneficial for better skill growth and achieving personal goals. [...] For example, traveling or finding better job opportunities” (P7).

The participants 1, 9 and 11 mentioned out-of-class learning promotes an authentic practice of language and use of materials which really have more impact on their learning and language comprehension. It is related to **Figure 18**, as students also require an authentic interaction with native speakers or classmates to see the benefits and receive feedback of their progress. Their opinions are the following ones:

“As I am using an app for speaking with English native speakers, I think you can make

more foreign friends and interact with them more naturally” (P1).

“I consider there is more practice of English in real situations, also you can access educational materials in English, or watch some American series, etc.” (P9).

“I notice that you can have a more extensive vocabulary thanks to the number of resources you find on the Internet, so you understand the words and phrases more” (P11).

Other three students commented that out-of-class learning benefits them with the management of the learning progress, as the student takes time, is patient and can support easily on the information they are assimilating. Their responses are the following ones:

“The best of it is that I can learn in my own way and more effectively, without the pressure to only finish the assigned tasks” (P3).

“You can come on topics new or already seen, and understand what you are taught at school faster, and easily” (P5).

“I can give myself better support to continue learning” (P8).

Finally, only two students, who are the ones that do not apply out-of-class learning, mentioned they only would continue learning outside the classroom as a duty or complement to the normal English classes. With these majority of answers, it confirms the **Figure 9** results, in which students present an authentic interest in practicing. To conclude, it is understood that the benefits seen in out-of-class learning are related to the achievement of personal and professional goals, the authentic practice of language, the management of the learning progress and complementing the traditional classes. The students 10 and 12 explained:

“It can help me to complete my scholar tasks [...] at least that’s the only benefit I’m thinking about right now” (P10).

“It only could help me to understand the topics that I see at school” (P12).

4.2.4 Benefits of out-of-class learning in listening.

The next question, and now focused on communicative skills, is aimed at demonstrating the advantages of improving listening in out-of-class learning. The answers of five participants indicate students can comprehend what they are listening to, then, match it and reinforce it with their previous knowledge of a certain topic. The answers of participants 6, 7, 8, 9 and 11 are the following ones:

“I could mention that I understand what people are conversing with” (P6).

“You gain a greater understanding of the language by listening to people speak it” (P7).

“You are putting your existing knowledge into practice more and improving it” (P8).

“It increases the ability to understand conversations because the language becomes more familiar to the human ear” (P9).

“One benefit would be that it helps us understand what we already know and what we don't know, so all information is comprehended” (P11).

The other 5 students commented there is a benefit in pronunciation, as they start being familiarized with the tones, contractions, and the difference of words which are pronounced similarly. For this, participants 1, 2, 4, 10, and 12 explained:

“It is good for understanding different pronunciations, like the English and American accent, or even how to say a word and a different one that sound so similar” (P1).

“I can say that there is better pronunciation [...] because I notice more differences” (P2).

“I think you can train your ear to identify specific words or contractions, so it becomes easier. You can even understand the same words but with different accents, similar to Spanish and in which country you pronounce the same word” (P4).

“When someone is practicing the listening, you start really knowing how words are said, and you catch the idea a bit better than before” (P10).

“As we are still listening to [...] any kind of audio or anything useful for the ear, we are constantly continuing to familiarize ourselves with sounds and language” (P12).

Finally, the last two students commented that practicing listening skill outside the classroom is beneficial in the sense of no pressure for comprehending everything that is listened to in a brief period of time. This demonstrates that some students might feel pressured in traditional classes when doing listening activities, which matches with graphics of **Figure 7**, where students are hard-working to complete their tasks, but under pressure. Participants 3 and 5 said:

“I would listen more calmly to the audios, videos and series that I like, and it doesn’t matter the times that I spend repeating these audios” (P3).

“You can practice your own way and rhythm. For example, I use videos of English speakers, so it is easier for me to get the idea of the video” (P5).

As a conclusion, students’ comments were almost similar, as they mentioned they benefit from practicing English to increase the input comprehension, the pronunciation and the time management of listening activities. All of them agreed that it is better when there are some personal interests in their activities, leading to confirmation of the emotional engagement when doing English activities.

4.2.5 Benefits of out-of-class learning in speaking.

For the last linguistic skill question, it is analyzed how out-of-class learning contributes to speaking skill. Four students explained that you can start being more fluent and less fearful when speaking to other people. In their case, these students detailed that they practice sometimes among them, so there is more confidence speaking and doing feedback among them. Participants 1, 7, 9 and 11 commented:

“I have more knowledge of what to say spontaneously and less fear of speaking with other people” (P1).

“You have a better experience and by listening to it at the same time, you understand the grammar better.” (P7).

“Speaking improves your verbal fluency, because it improves the ability to speak quickly and respond as quickly as well” (P9).

“It is good because you can communicate with other people and understand what other people say, as a casual conversation” (P11).

The next section of responses was answered by participants 4, 6, 8 and 12. They commented that the benefit of practicing speaking is the better pronunciation applied in conversations. This answer was expected to be obtained, so the answers were quite short compared with the rest of this research. The participants said:

“You can have good pronunciation as you practice how to say complicated words” (P4).

“I think that you can dedicate more time to practice pronunciation” (P6).

“I have seen that I have more ease in pronunciation, so I pronounce words clearly” (P8).

“You can get fluent pronunciation, and you can sound a bit more natural” (P12).

For the other two participants, they mentioned that the benefit is more related to the practicum itself. This means, students feel it is beneficial speaking outside the classroom because you speak more naturally than normal classes. In the case of participant 3, it was explained that speaking outside the classroom gives the confidence to express the ideas, and personal confidence. The participants 2, 3 and 5 explained:

“Honestly, you have more practice speaking outside more than normal classes” (P2).

“I’m more confident of what I’m expressing and more confident about myself” (P3).

“You are not limited to the same people and teachers, so speaking is more natural” (P5).

And, for participant 10, it was explained that speaking is not beneficial if there is not someone to practice with. In fact, this same participant detailed previously that reading might not seem helpful if there is no feedback. Participant 10 explained:

“It seems quite strange for me [...] because to speak, you must converse with somebody, and I consider you must have someone to talk about” (P10).

To sum up, speaking skill is profitable for students as it promotes more fluency and less fear, better pronunciation, it is more natural, and makes students more confident. Even though there is an answer of not finding anything beneficial, the participant also recalls interaction with classmates or people as an essential section of comprehending our communication and what we are lacking. With this skill, it is concluded that the linguistics seen before are relevant to gain more English knowledge.

4.2.6 Benefits of out-of-class learning in non-verbal language

The last feature of communicative skills, aimed at confidence and behavior when expressing the linguistic skills seen before, is reviewed in this section. Nevertheless, it must be emphasized that most of the students struggle at responding and explaining, which is analyzed later as the reason for their responses. Three students commented that out-of-class learning ameliorated their confidence because they can take their learning slowly and in their own way to confirm their learning. Participants 1, 7 and 11 mentioned:

“For me, learning English outside the classes gives me a wider panorama of the language, so as not to just be in one program and have more language knowledge” (P1).

“It's better for me, as I can do it in my free time” (P7).

“Maybe. In general, I can study later at my own home and at my own time” (P11).

Two participants detailed that the confidence was demonstrated when they put into practice the knowledge by themselves and as they wish. For this, students 3 and 4 commented:

“To have more confidence in practicing the language as I want” (P3).

“To be able to handle myself without any problem freely” (P4).

Three other participants explained their confidence is demonstrated in the way of applying English in their normal classes, by the usage of their own methods. The participants 6, 8 and 9 explained:

“Mainly, the way of my communication impacts my normal classes, as I respond with the confidence of my answer” (P6).

“To have a new learning useful for me, which makes me understand and use English” (P8).

“I would be helpful in the future, so that at the time I can avoid misunderstandings due to the linguistic misuse of certain words” (P9).

Finally, there are 4 participants who indicated there are no benefits found in their confidence. However, if it is verified which of the participants responded negatively to this question, it can be confirmed that they are those who mentioned that they do not apply out-of-class learning but are interested in the topic. This means that confidence is the last aspect in which students see their gained knowledge by using out-of-class learning, but, as they do not apply it, they are not sure of how they can see an improvement. Participants 2, 5, 10, and 12 answered:

“Honestly, I don't know” (P2).

“I don't see any benefits” (P5).

“I'm not sure [...] how it can help me” (P10).

“Nothing comes to my mind” (P12).

These short answers reinforce the previous results of social engagement, more specifically, the graphics of **Figure 16** and **Figure 17**, in which students mention they do not ask for help from the teacher and among them, which is seen in the preference of doing the tasks by themselves.

This leads to a lack of support for each other, and it goes against the communicative expectations. Besides, it also confirms that there is a difference when applying or not out-of-class learning, as students present troubles when participating or being confident of their gained knowledge, leading to insecurity when communicating with others.

4.2.7 Progress when learning English outside the classroom.

For the last section of results, it was asked to students in general whether they have seen an increase of English learning and how it was ameliorated. In this case, all students confirmed that they have noticed an improvement of English language. Regarding how participants have noticed their progress and in which sections, participant 1, who is the one that absolutely does not apply out-of-class learning, commented that the progress has progressed, but it is not as significant as expected. It was mentioned:

“Honestly, there has been very small progress in all areas, but I’ve increased my knowledge” (P1).

Another common result answered by the students, related to their progress, are about the specialization in linguistic skills and better comprehension in reading, speaking, vocabulary, pronunciation and grammar. It must also be recalled that the students who do not practice outside the classroom included the writing, as this is a skill so practiced in normal classrooms. Even so, it is linked in the sense of getting familiar with the language. Participants 2, 5, 7, 11, and 12 detailed:

“I liked that I am specializing in pronunciation and understanding of the language a bit better than before” (P2).

“I have improved in speaking and writing [...] also, I could improve better if I practice outside the classroom” (P5).

“I have improved my level of reading comprehension, my pronunciation and understanding

of many contextualized situations” (P7).

“Outside the classroom it has been progressive. Here I have more vocabulary than we are given in class. Also, I learn informal English which is more used in everyday life” (P11).

“As I mentioned previously, it’s much better both to maintain a conversation and to do some reading or writing (see in reading and listening section), and now I am a bit more familiar with the language” (P12).

Continuing with their results, four participants mentioned their progress outside the classroom has been noticed as they have been constant in the language, so their learning is comprehensible and long term retained. For this section, participants 3, 4, 6 and 8 commented:

“With out-of-class learning, I have gone at my own pace and that makes me retain what I have learned better” (P3).

“I think my learning has improved thanks to the perseverance I have given to it, even outside the normal classes” (P4).

“I understand more casual things better and express them more naturally” (P6).

“I have understood some concepts better and memorized them better than before, so I have retained that information for a long time” (P8).

Finally, the last two students explained that their out-of-class learning progress has increased thanks to the pleasant and calm environment for expressing their knowledge without being afraid of what they communicate. In this section, a student who does not practice outside the classroom identified that this is more a personal experience rather than a practice of learning, so the answer is more like a point of view. Participants 9 and 10 explained:

“Practicing outside the classroom feels like a more pleasant environment and you can express things without pressure from the classroom” (P9).

“In general, class has helped me more to not be afraid of the language [...] so this might help me to start continuing learning during my free time” (P10).

With these results, it is confirmed that all students have progressed in their English learning. In the case of the ones who applied out-of-class learning provided with more detail how they have noticed their progress and clearly expressed their likeness of it. For the other ones, who do not apply out-of-class learning, have a minor increase in English language communication, and it is reflected in the brief answers about it.

Chapter V: Conclusion

5.0 Introduction

In this last chapter, it is discussed the results obtained in both quantitative and qualitative results concerning the research questions and hypothesis. Also, it explains the implications in which it includes suggestions for teachers, students and the institution, as well as suggestions of other authors who applied a similar research topic. Then, the limitations are mentioned according to the issues presented in this research. Finally, the suggestions for further research are demonstrated.

5.1 Conclusions

This research aim looks at finding the improvement of English communicative skills of students by seeing their engagement in applying out-of-class learning. Through data collection, the results found in quantitative and qualitative instruments are described below. Quantitative findings are first mentioned and then the qualitative ones, in which it is joined together with all conclusions to answer the research questions and the hypothesis.

5.1.1 Quantitative results

Starting from behavioral engagement, the answers demonstrate that most of the students try to complete their tasks, sometimes they get distracted, they usually invest time in their English learning activities, and they are hard-working when completing their tasks. Then, for the emotional engagement results indicated that the fun of doing the activities, the curiosity to continue learning, the enjoyment of learning English, and their interests in English activities were positive in almost all the students. Continuing with agentic engagement results, students expressing themselves show a positive answer in the results. However, one half of the students do not usually solve their doubts, and the other half frequently solve their doubts.

Finally, more than half of the participants ask solutions from a teacher or any guidance. This demonstrates students sometimes take an agentic role for comprehending English. To conclude with the quantitative results, the social engagement demonstrated that three quarters of the students rarely ask for help from someone, no matter whether it is a teacher or a student. Besides, one half of the students remark on the importance of communicating with classmates and teachers for realizing their learning; but the other half do not. Then, for the question related to sharing knowledge, it indicates a positive answer from three quarters of the students.

Finally, it shows a positive answer from the feedback received by the teacher and the feedback that the participants make among themselves on his or her own to corroborate their activities and learning. Having these results in mind, it is confirmed that students require social interaction for gaining more English knowledge, but they struggle when asking for help; so, their doubts are not solved.

5.1.2 Qualitative results

For the qualitative results, it is obtained that 7 of the 12 participants who were interviewed apply out-of-class learning for speaking and listening better. 5 of them do not use out-of-class learning but are quite interested as listening and speaking are the main language skills with which they are struggling. One participant of the 5 mentioned that is not at all interested due to the lack of encouragement to continue practicing.

For the challenges in out-of-class learning applications, students commented this is due to the lack of support and help that a classmate or a teacher can give, as well as the available resources, the engagement to continue by yourself, and the concern to unknown language and knowledge that is not related with traditional classes. Only one student, among the ones that do not apply this learning, commented that there is not any issue for learning outside the classroom.

Continuing with the general benefits of learning outside the classroom, the most common results were the benefits in professional, personal and communicative goals, the promotion and impact of an authentic practice of language and use of materials, the management of time and the learning progress, and as a complement to the normal English classes. The next question is about the benefits of improving listening in out-of-class learning. The students' responses are about the comprehension, match and reinforcement of what they are listening to, the improvement of pronunciation and the freedom of practicing without the time pressure of normal classes.

The next section of responses is related to the improvement of reading outside the classroom. The benefits students found are the greater comprehension of lectures, the increase in both vocabulary and grammar skills, the freedom of using authentic lectures and enjoyment of reading what they like. There was one student who mentioned there are no benefits at all as it is important to have the support of someone to comprehend the reading. For the speaking benefits that students noticed in out-of-class learning, the answers are very varied and positive. These are focused on being more fluent and less fearful, better pronunciation applied in conversations, a natural non-forced conversation to express ideas. One student commented there would be benefits only if the student has someone to help or guide you.

The last communicative skills check is the non-verbal language that students show after applying out-of-class learning. The participants' answers indicate they demonstrate confidence by the time taken to learn slowly and in their own way, the implementation and practice of knowledge by themselves, and their participation in traditional classes or in other topics. However, these answers are only from the students who learn outside the classroom. The ones who do not apply for it explained they cannot see improvement. Considering all these quantitative and qualitative aspects, the research questions are answered next.

The communicative skills improved the most after applying out-of-class learning are the speaking skill and reading skill. This is because of the freedom and the authentic implementation of materials and conversations, as well as the likeness of what they are learning and using. The differences seen in students who apply, or not out-of-class learning are, to start, the school average of English, which is slightly higher than the other students, and their English language progress is comprehensible and long term retained. Even if their communicative skills are increased in all students, the application of out-of-class learning demonstrates an active role and confidence superior from the others, as well as the ones who do not learn outside the classroom have a minor increase in English language communication.

This leads us to verify that, when students are engaged in learning outside the classroom, as students commented, their behavioral and emotional engagement are the most seen. However, they sometimes struggle in social and agentic engagement in learning English, as students present troubles when participating, the low active role they take, or being confident of their gained knowledge, leading to insecurity when communicating with others. Even though they do not ask for help, it does not mean they do not aspire to communicate with somebody else. However, there is not frequent encouragement from teachers to continue practicing.

5.2 Implications

This study helped at demonstrating the benefits of implementing out-of-class learning in BUAP high school students. This learning allows students to reach higher communicative skills, such as speaking and listening, as well as it is confirmed that non-verbal language provides more confidence in students who apply this learning. Besides, these profited skills are thanks to the frequency of students' engagement in continuing learning according to their behavior, emotions, action and social interactions. These topics are discussed in Chapter four.

These findings imply that greater attention should be paid to monitoring English learning. Students are recommended to start engaging in being active learners, by considering both interest and participation to be fundamental. This means, students' attitudes and motivations, and active participation in classes, at school or just learning determines how engaged the students are, as well as how much the information impacts on them significantly. This is not only limited to traditional classes, as students start being socially engaged in participating and interacting with people, but also in out-of-class learning. It is also suggested to interact with more authentic resources available outside the classroom or provided by the institution and to practice the communicative skills they struggle with.

A possible solution or action students could realize might be the constant practice of casual conversations among themselves, or among students who have been practicing out-of-class learning with the ones that have not applied it; so, feedback is more constant and there is less fear present in students. These suggestions are aimed to help students lose the fear of asking for help or receive feedback on their English learning. By providing a supportive and dynamic interaction and environment, students can enhance their English communicative skills more considerably than in normal classes.

The next suggestion for teachers is about the promotion of active students' learning and engagement. This is due to the students' comments about the lack of motivation that teachers show them. Even though students are interested and quite motivated to learn English, it is also shown that teachers are not contributing at all. As Sinfield and Burns (2016) indicates, students' engagement is influenced by institutional and cultural environments, all of them shaped by motivation, experiences, behaviors, and the way students interact with their teachers.

Finally, it is suggested to institutions that the implementation of more authentic resources be available in their facilities, or to provide authentic materials that are not easily obtainable in more casual contexts, such as in stores or bookstores. Within these possibilities, the authorities should lend those materials to students to be used outside the classrooms, like at home.

5.3 Limitations

The limitations present in this research are the time spent in designing and applying the instruments and the number of participants who were present in both questionnaire and interview. For the first concern, as it required the use of numerical data and the analysis of personal answers provided by the students, it was complicated to search for and apply the instruments to the students. Mainly, as this process was done and administered in only two weeks, the analysis of both quantitative and qualitative data had to be analyzed with a more general and less detailed perspective of the results. Even though George (2023) detailed the mixed embedded method is helpful due to limited time or resources, it is suggested to previously analyze the time available, so the instruments are implemented and examined in detail. Concerning the number of students, it was reviewed that the students to whom a mixed research method can be applied is only about a maximum of 12 participants.

However, analyzing quantitative data with only these number participants does not indicate a wide panorama of the numerical results, leading to a generalization. For this reason, and in the case of this study, the quantitative instrument had to be applied to 35 students and then asked to those students who wanted to be interviewed to fulfill the research results. With these limitations, future researchers must be careful when managing the time for applying the instruments, as well as considering the number of participants interested in participating to avoid misunderstanding in quantitative and qualitative instruments and obtaining the expected results.

5.4 Suggestions for further research

Currently, Mexican students are still dealing with the lack of taking an active role in classes, which is reflected in their English language learning and their performance in communicating with other people. So, further research might explore the factors influencing the lack of social interaction in learning, particularly in the application of out-of-class learning. As this research provided a new panorama of out-of-class learning benefiting communicative skills, other researchers could focus on the application of receptive skills in other scholar grades.

Another potential further research might be linked with exploring the availability or effectiveness of resources for out-of-class learning, such as libraries, study groups, mentorship programs, and extracurricular activities, to deepen their English communication, or related with enhancing their engagement with the English subject in classrooms. And, as a matter of complementarity, what specific barriers students face in accessing or utilizing these resources.

In addition, educators can also take a more present role in investigating how the culture of engagement outside of traditional classes warrants or needs to give attention. So, exploring how teachers encourage or discourage active student participation in out-of-class settings could provide valuable perspectives into strategies for improving students' fluent conversations and social learning. By achieving these areas, future research can promote new practices aimed at creating a more interactive, resource-rich learning ecosystem that supports both academic achievement, security in communicating and personal growth.

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Appendixes

Appendix A: Questionnaire

School: _____ **Date:** ____/____/2024

Grade: _____ **Age:** _____ **Sex:** F/M **Average score:** _____

INFORMED CONSENT: I agree to participate in this research. My personal data is going to be used confidentially for the purposes thereof.

AGREE	DISAGREE
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This questionnaire is based on the one made by Zare, J., & Derakhshan, A. (2024). This is aimed to identify how engaged you are, as a student, in learning English in classes. Please, respond to the following questions according to the frequency you usually do these activities.

NEVER	RARELY	SOMETIMES	USUALLY	ALWAYS
1	2	3	4	5

Behavioral engagement

I tried to do more than what was necessary to do the task well.

I did my best to stay focused and avoid distraction.

I spent as much time as necessary to complete the task.

I worked as hard as I could to complete the task.

Emotional engagement

Doing the task was fun.

I felt interested when doing the task.

Doing the task aroused my curiosity.

I felt enjoyable when doing the task.

Agentic engagement

During the task, I expressed my preferences and opinions.

During the task, I asked the teacher questions to help me learn.

During the task, when I needed something, I asked the teacher for it.

Social engagement

I asked the teacher to help me do the tasks.

I asked the other students to help me do the tasks.

It was important for me to communicate with the teacher while doing the tasks.

It was important for me to communicate with the other students while doing the tasks.

It was important for me to communicate with someone so that I understood what I have learned.

To make sure I did the exercises correctly, I asked the teacher to give feedback.

To make sure I did the exercises correctly, I do my own research to get better feedback.

Source: Zare, J., & Derakhshan, A. (2024)

Appendix B. Interview structure tables

Table 1.

First draft of the questions for the interview

RESEARCH QUESTION	QUESTIONS	INFORMATION OBTAINED
<p>How does BUAP high school students' engagement enhance their out-of-class learning?</p> <p>What are the communicative skills differences presented in the groups who applied out- of-class learning and the ones who didn't in BUAP high school students?</p>	<ol style="list-style-type: none"> 1. Do you like learning English? <ol style="list-style-type: none"> a. If yes, what are the main reasons why you are learning English? b. <i>If not</i>, what are the main issues you find when learning English? 2. So, considering what you answered in the questionnaire, Is learning English in classes enough for you? <ol style="list-style-type: none"> a. If yes, what skills do you think you have dominated? b. If not, go to question 3 3. So, have you considered practicing English outside the classroom? <ol style="list-style-type: none"> a. If yes, what particular skills would you try to improve even outside the classrooms? 4. Do you consider learning English outside the classroom might be difficult? <ol style="list-style-type: none"> a. If yes, how could you enhance your 	<p>The benefits of being engaged in learning even outside the classroom.</p> <p>Comparison of listening, speaking, active participation, and writing between students who really apply out-of-class learning.</p>

	<p>English?</p> <p>b. <i>If not</i>, what are the benefits you find when learning English outside the classroom?</p> <p>3. b. <i>If not.</i>, why aren't you engaged in learning English? (go to question 5)</p> <p>5. What might be some challenges you could experience when implementing out-of-class learning activities? How can you face these challenges?</p> <p>6. What might be the personal benefits of learning English outside the classroom?</p> <p>7. What might be the benefits of listening in English outside the classroom?</p> <p>8. What might be the benefits of reading in English outside the classroom?</p> <p>9. What might be the benefits of speaking in English outside the classroom?</p> <p>10. What might be the benefits of learning English outside the classroom in your personal attitude?</p> <p>11. Before concluding, is there any comment related to learning English you would like to</p>	
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	<p>add?</p> <p>12. Do you think you have progressed when learning English? If so, could you please share any comments about your own personal progress learning outside the classroom?</p>	
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Source: own elaboration.

Table 2.

Organized questions for the interview

RESEARCH QUESTION	TYPES OF QUESTIONS	INFORMATION OBTAINED
<p>How does BUAP high school students' engagement enhance their out-of-class learning?</p>	<p>Introductory questions</p> <p>1. Do you like learning English?</p> <p>a. If yes, what are the main reasons why you are learning English?</p> <p>b. <i>If not</i>, what are the main issues you find when learning English?</p> <p>2. So, considering what you answered in the questionnaire, Is learning English in classes enough for you?</p> <p>c. If yes, what skills do you think you have dominated?</p>	<p>The benefits of being engaged in learning even outside the classroom.</p>

	<p>d. If not, go to question 3</p> <p>Transitional questions</p> <p>3. So, have you considered practicing English outside the classroom?</p> <p>Key questions</p> <p>e. If yes, what particular skills would you try to improve even outside the classrooms?</p> <p>4. Do you consider learning English outside the classroom might be difficult?</p> <p>f. If yes, how could you enhance your English?</p> <p>g. <i>If not</i>, what are the benefits you find when learning English outside the classroom?</p>	
<p>What are the communicative skills differences presented in the groups who applied out- of-class learning and the ones who didn't in BUAP high school students?</p>	<p>Key questions</p> <p>3. b. <i>If not.</i>, why aren't you engaged in learning English? (go to question 5)</p> <p>5. What might be some challenges you could experience when implementing out-of-class learning activities? How can you face these challenges?</p> <p>6. What might be the personal benefits of learning English outside the classroom?</p>	<p>Comparison of listening, speaking, active participation, and writing between students who really apply out-of-class learning.</p>

	<p>7. What might be the benefits of listening in English outside the classroom?</p> <p>8. What might be the benefits of reading in English outside the classroom?</p> <p>9. What might be the benefits of speaking in English outside the classroom?</p> <p>10. What might be the benefits of learning English outside the classroom in your personal attitude?</p>	
	<p>Closing questions</p> <p>11. Before concluding, is there any comment related to learning English you would like to add?</p> <p>12. Do you think you have progressed when learning English? If so, could you please share any comments about your own personal progress learning outside the classroom?</p>	

Source: own elaboration.

Appendix C. Final Interview

The next questions are given to participants after responding to the questionnaire. This is a guide to the questions according to their responses.

School: _____ **Date:** ____/____/2024

Grade: _____ **Age:** _____ **Sex:** F/M **Average score:** _____

Before answering this interview, the students agreed to participate in this research. All information obtained will be managed carefully and personal information will not be asked, except for their age and sex. If the student agrees, please confirm it by choosing Yes or No.

YES

NO

INTERVIEW

Introductory questions

1. Do you like learning English?
 - a. **If yes**, what are the main reasons why you are learning English?
 - b. *If not*, what are the key issues you find when learning English?

Transitional questions

2. So, considering what you answered in the questionnaire, is learning English in classes enough for you?
 - a. **If yes**, what skills do you think you have dominated?
 - b. **If not**, go to question 3
3. So, have you considered practicing English outside the classroom?

Key questions

- a. **If yes**, what particular skills would you try to improve even outside the classrooms?

- b. *If not*, Why aren't you engaged in learning English?
4. Do you consider learning English outside the classroom might be difficult?
- a. **If yes**, how could you enhance your English?
 - b. *If not*, what are the benefits you find when learning English outside the classroom?

Key questions

- 5. Which is the most difficult skill to ameliorate? Why?
- 6. What might be some challenges you could experience when implementing out-of-class learning activities? How can you face these challenges?
- 7. What might be the personal benefits of learning English outside the classroom?
- 8. What might be the benefits of listening in English outside the classroom?
- 9. What might be the benefits of reading in English outside the classroom?
- 10. What might be the benefits of speaking in English outside the classroom?
- 11. What might be the benefits of learning English outside the classroom in your confidence?

Closing questions

- 12. Do you think you have progressed when learning English?
- 13. Whether yes or no, could you please share any comments about your own personal progress learning outside the classroom?
- 14. Before concluding, is there any comment related to learning English you would like to add?

Source: Own creation